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ABSTRACT

This study examined the information seeking behavior of gatekeepers in five ethnolinguistic communities: American Indian, Chinese, Japanese, Korean, and Latino. Personal interviews were conducted with 129 gatekeepers and a conceptual information model was used to generate an analytical framework for presenting and discussing the data. The major findings reveal that gatekeepers: (1) are multilingual and multiliterate; (2) communicate regularly and extensively with their communities through their interpersonal network of family and friends; (3) network with community organizations and institutions; (4) rely on the telephone for receiving and responding to information requests; (5) utilize a variety of information technologies, including computers, when responding to information requests; (6) depend on English and non-English mass media for information; (7) identify a hierarchy of information needs for themselves and their communities; and (8) indicate high levels of library awareness. These and other findings have implications for the public library in identifying gatekeepers in the community; designing, implementing, and testing a selective dissemination of information (SDI) model for gatekeepers; formalizing the relationship between the library and those organizations comprising the gatekeeper's networks; and enhancing the use of multilingual information sources and services. Recommendations are offered for libraries serving these communities. Supporting data and copies of the interview schedule in English, Chinese, Japanese, Korean, and Spanish are appended. (BBM)

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INFORMATION GATEKEEPERS
IN
CALIFORNIA'S ETHNIC COMMUNITIES

Final Report

Submitted by

Cheryl Metoyer-Duran, Ph.D
Principal Investigator
Assistant Dean
Graduate School of Library and Information Science
University of California, Los Angeles

Submitted to
California State Library
1991

IR 053621

This study was funded under the Library Services and Construction Act, administered by the California State Librarian

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ABSTRACT

This report contains the methodology, major findings, and recommendations for the study, "Information Gatekeepers in California's Ethnic Communities." The purpose of the study is to examine the information seeking behavior of gatekeepers in five ethnolinguistic communities: American Indian, Chinese, Japanese, Korean, and Latino. Personal interviews were conducted with 129 gatekeepers in southern California. A conceptual information model was used to generate an analytical framework for presenting and discussing the data. This framework consisted of a series of five questions.

The major findings reveal that gatekeepers:

* Are multilingual and multiliterate;

* Communicate regularly and extensively with their communities through their interpersonal network of family and friends;

* Network with community organizations and institutions;

* Rely on the telephone for receiving and responding to information requests;

* Utilize a variety of information technologies, including computers, when responding to information requests;

* Depend on English and non-English mass media for information;

* Identify a hierarchy of information needs for themselves and their communities; and

* Indicate high levels of library awareness.

These and other findings have implications for the public library in: 1) identifying formal and informal gatekeepers within the community; 2) designing, implementing, and testing a selective dissemination of information (SDI) model for addressing the information needs of gatekeepers; 3) formalizing the relationship between the library and those organizations comprising the gatekeepers' interpersonal and institutional newtworks; and 4) enhancing the use of multilingual information sources and services. Gatekeepers, because of their information seeking behavior, have the potential for partnering with libraries to improve information services in their communities.

A set of recommendations for libraries which serve these communities is offered. The recommendations provide an SDI model for gatekeepers which promotes increased networking between libraries and gatekeepers and consideration of multilingual information services.

BACKGROUND

Public libraries within California have had a strong tradition of seeking various ways to meet the information needs of the state's ethnically diverse population groups: American Indians, African Americans, Asian Americans, and Latinos (California State Library, 1979, 1982; Opinion Research of California, 1984; Hayes, 1985; Payne, 1988, Carlson and Martinez, 1990). Public libraries have used reference services and information and referral (I&R) services to reach culturally diverse ethnic groups.

In developing reference and I&R services and in measuring their effectiveness, libraries have tended to determine the number of end users affected by or benefiting from the use of the service. While the data offer a crude measure of utility, the investigations indicate that the information needs of these end users have not been effectively met (Childers, 1975; Information for the 80's, 1979; United States, 1981, 1983; Chang, 1983; Opinion Research of California, 1984; Josey, 1985; Gomez, 1987; Tarin, 1988; Carlson and Martinez, 1990).

Several explanations have been offered for the libraries' ineffectiveness: (1) the model of information and referral programs is not appropriate for exploring information needs and information seeking behavior; (2) the effectiveness measures (number of referrals and end users) do not significantly capture effectiveness from the users' perspective; (3) those targeted for information and referral services, the end users, are the secondary rather than the primary end users; (4) sufficient financial resources for programs were lacking; or (5) a reallocation of existing financial resources was needed (Metoyer, 1976,1978; Louie, 1976; Duran and Monroe, 1977; Zweizig and Dervin, 1977; Dervin et al., 1985; Dervin and Clark 1987; Payne, 1988; Carlson and Martinez, 1990).

Two studies conducted in California have relevance to the Gatekeeper Study:[1] An Analysis of the Information Needs of Underserved Population Groups, conducted for the South State Cooperative Library System (SSCLS) (Opinion Research of California, 1984), and Adrift in the Sea of Change (Carlson and Martinez, 1990). Both studies focused primarily on information needs rather than information seeking behavior. These studies were concerned with the type (subject) of information that is needed rather than the process that is used to obtain and disseminate information. However, some aspects of their research design and findings parallel those of the Gatekeeper Study.

The SSCLS study queried "individuals who by virtue of their positions within agencies serving target populations, have special knowledge about the information needs of their clientele" (Opinion Research of California, 1984, p. 3). The "underserved" who were studied included economically disadvantaged, mentally handicapped, non-English readers, and aged. The report did not discern ethnic group distinctions for respondents from Kern and Los Angeles counties.

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[1] This study, Information Gatekeepers in California's Ethnic Communities: Final Report, will be referred to as "the Gatekeeper Study."

The interviewees in the SSCLS study were characterized as community agency representatives.[2] The report noted the potential for enhancing cooperation among library agencies, library systems, and community agencies and institutions:

> Although the library has little to do with the line of communication between agencies and the groups they serve, it is a line that is of utmost importance to SSCLS. This is the 'brain' that SSCLS is wanting to pick, and the line into which SSCLS can feed information of its own. All indications from the focus groups are that the agencies and organizations are quite willing for those things to occur (Appendix A, p. 2).

Carlson and Martinez analyzed the information needs of Asians, Blacks, Hispanics, and Native Americans. They dealt with some differences between librarians and minority leaders in their perceptions of the information needs of these ethnic groups (p. 26).

Neither the SSCLS study nor the Carlson and Martinez study examined the role of language in ethnic communities. Carlson and Martinez (p. 74) mentioned language fluency in the context of staffing patterns in the public libraries.

With a few notable exceptions, there has been a dearth of research on the role of language in the information seeking behavior of ethnolinguistic groups. In addition, few studies have incorporated bilingual data gathering techniques in the area of cross cultural information seeking behavior (Hsia, 1973; Duran and Monroe, 1977; Gomez, 1987).

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[2] These representatives are not equated with ethnolinguistic gatekeepers. The ethnicity and status of the agency representatives within the community were not provided.

In 1984, the Conference on Libraries and the Information Economy of California recommended that:

> ...there be an assessment of existing user needs to identify and overcome barriers to access to information and to identify needed products and information services. The information should be used and developed to test pilot projects for providing new mechanisms for delivering information services... (Libraries and the Information Economy of California, 1984, p. 274).

This study addresses some of the recommendations of the Conference by considering the information needs of ethnolinguistic gatekeepers and by proposing a model for the delivery of information services to them. In addition, the role of language is identified as an important element in the design of information services for these gatekeepers and their communities.

PROBLEM STATEMENT

California continues to experience phenomenal growth in the size of its culturally diverse population. It has been projected that by the end of this decade the culturally diverse minority groups will constitute the majority population (Payne, 1988; Carlson and Martinez, 1990). Public service agencies including the public library are considering the implications of this population shift. There has been limited research concerning the information seeking behavior of these culturally diverse groups. Even less is known about information seeking behavior of those individual gatekeepers who provide linkages between ethnolinguistic communities and institutional resources they require to solve problems. This study seeks to addresses this issue.

THE CONCEPTUAL CONTEXT FOR THE GATEKEEPER STUDY

The purpose of this study is to examine the information seeking behavior of ethnolinguistic gatekeepers. Dervin identified the four basic components of an information model: (1) the information seeker; (2) information needs and problems; (3) information sources; and (4) solutions to the needs and problems (Dervin, 1973, p. 9). The premise of the model is that information is a resource that must be managed and controlled. Dervin identifies two apparent requirements of information management: " (1) access to appropriate information sources; and (2) access to appropriate information solutions" (p. 11).

Dervin's model suggested a framework for discussing the information seeking behavior of gatekeepers. The framework consists of the following questions:

- Who are the gatekeepers?
- How do gatekeepers receive and transfer information?
- Where do gatekeepers get their information?
- What types of information do gatekeepers need for themselves and their communities?

In addition, this study will:

- Compare the information seeking behavior of the gatekeepers within each of the five ethnic groups;
- Examine and compare the role and importance of language in the information seeking behavior of the gatekeepers;
- Suggest a mechanism for the exchange of information among librarians, advisory panels and gatekeepers;

- Propose a model for the delivery of information to gatekeepers.

GATEKEEPER MODEL

The Gatekeeper Study proposes a model for delivering information to ethnolinguistic gatekeepers based on the premise that the "end users" of public libraries as defined in many of the studies of library effectiveness may not be the library's actual end users. The people who most directly need and profit from information may obtain it from community based information gatekeepers, who are not typically identified as the library's end users. In the American Indian, Asian, and Latino communities, the information gatekeepers may choose to communicate with their communities in languages other than English. The gatekeepers may be non-English speaking or choose English as a secondary language. Therefore, this examination will devote special attention to the gatekeepers' use of language. Both the formal (institutionally based) and the informal (non-institutionally based) gatekeepers in the American Indian, Chinese, Japanese, Korean, and Latino communities will be considered. The respondents selected for this study have been identified as having the most potential for increasing the flow and utility of information in their communities.

Terminology

1. **Gatekeepers:** "...those persons who help individuals gain access to the resources needed to solve problems. The helper is a systematic link between two cultures." (Kurtz, 1968, p. 66.)

2. **Formal gatekeeper (institutionally based):** member of a community organization, or member of a government agency. Examples: officer in a community organization, elected official, employee of a government or social agency, or religious minister.

3. **Informal gatekeeper (non-institutionally based):** member of a voluntary or socially determined group. Examples: respected elder, small business owner, Medicine Person. For purposes of this study, an informal gatekeeper may be neither employed by nor currently serving as an officer of any community organization. They are not precluded from membership in such organizations.

4. **Ethnolinguistics:** "the study of language as an aspect or part of culture, especially the study of the influence of language on culture and of culture on language" (Random House Dictionary, 1987, p. 665)

5. **Ethnolinguistic gatekeeper:** an individual who typically operates in two or more speech communities (one English), and who links these communities by providing information.[3]

6. **Latinos:** individuals of Spanish speaking background, heritage, or descent.

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[3] Ethnolinguistic gatekeepers can include monolingual individuals who operate within the context of two cultures.

PROCEDURE

The primary data for this study are derived from a study procedure which utilizes a combination of personal and telephone interviews to probe gatekeepers in three Southern California counties: Los Angeles, Orange, and San Diego.

Advisory Panels

The study selected a panel of acknowledged professionals who have had research experience in designing and evaluating community based projects. The Research Panel provided guidance regarding the project's research design, specifically in respect to data gathering, instrumentation, and sampling techniques.

Members of the Research Panel included representatives from each of the appropriate UCLA Ethnic Studies Research Centers: the American Indian Studies Center, the Asian American Studies Center, and the Chicano Studies Research Center. In addition, scholars from the following academic units served as members of the panel: UCLA Institute for Social Science Research, UCLA School of Architecture and Urban Planning, and UCLA Department of Linguistics (See Appendix 1 for list of Research Panel members).

The Library Panel consisted of representatives from those public libraries and systems which serve the five ethnic groups in Los Angeles, Orange, and San Diego counties. Whenever possible, librarians who represent the five ethnic groups were asked to serve on the panel (See Appendix 2 for a list of Library Panel members).

Demographics

One of the components of the sample design was the identification of current and emerging ethnic population areas within southern California (See Appendix 3 for population statistics). The number of interviews for both the pre-test and the field study was determined by two factors: the intention to (1) perform comparative analyses across all five ethnic groups; and (2) reflect trends in growth in southern California.

Based on these two factors, it was determined that 25 interviews would be a sufficient number for the pretest. The final sample size was projected at 120 interviews to be conducted in three southern California counties. The next section of the report presents further discussion of the pretest and sample size.

Identification of Gatekeepers

The sources for the identification of the formal (institutionally based) gatekeepers were: community directories, the I&R files of the public library systems in the three counties, interviews with the librarians who work in the respective ethnic communities, and the Research Panel.

Twenty-five librarians who operate in the American Indian, Chinese, Japanese, Korean, and Latino communities were interviewed by telephone for purposes of identifying potential interviewees. They were also asked to describe any programs or services which were geared to serve information gatekeepers. These librarians work in the following public library systems:

Los Angeles City Public Library, Los Angeles County Public Library, Orange County Public Library, City of Orange Public Library, San Diego County Public Library, and Monterey Park Public Library.

These interviews and examinations of community directories and I&R files resulted in the identification of 12 types of community organizations which could be potential sources of formal gatekeepers. The categories are listed below:

1. Culturally based organizations;
2. Social service agencies;
3. Educational organizations;
4. Legal organizations;
5. Religious organizations;
6. Business organizations;
7. Health care organizations;
8. Government organizations;
9. Mass media enterprises;
10. Political organizations;
11. Employment agencies;
12. Social organizations.

A list of individuals whose names appeared in the community directories and the I&R files was compiled. This preliminary list of Formal Gatekeepers was submitted to the Research Panel and to the Library Panel for their comments, deletions, and additions. Ethnic librarians who work in these communities were asked to verify the formal gatekeeper status of the individuals cited on the preliminary list. The Research Panel was instrumental in minimizing the internal bias of selecting gatekeepers who were actively involved in library related programs (i.e., membership in Friends of the Library groups). The final list of Formal Gatekeepers included representation from all 12 categories.

The identification of Informal Gatekeepers required a different procedure, since these gatekeepers by definition are not listed in agency directories or files. Informal Gatekeepers were identified in three ways: (1) inclusion in a roster of potential Informal Gatekeepers which was derived from references in the mass media during a nine month period; (2) identification by the Research and Library Panels; and (3) identification by Formal Gatekeepers.

The ethnicity of the formal and informal gatekeepers was validated by their responses to questions one and two in the interview schedule.

Interview Instrument

The interview instrument designed for this study was based on those used in comparable research (Kurtz, 1968; Grebler et al., 1970; Duran and Monroe, 1977; and Dervin and Clark, 1987). These instruments were modified to reflect the cultural and linguistic factors associated with each of the five ethnic groups.

The interview schedule consists of both close and open-ended questions. As the primary purpose of the study is to determine the information seeking behavior of ethnolinguistic information gatekeepers, the interview schedule was translated into the Spanish, Korean, Chinese, and Japanese languages. Each interviewee had the option of having the interview conducted in the language of his or her choice. All of the American Indian interviewees chose to conduct the interview in English.

The role of language in the information seeking behavior of gatekeepers is a core concern of this study. The interview schedule contained several questions concerning language and its relationship to literacy, mass media use, and communication behavior.

Ethnolinguistic gatekeepers, by definition, create and serve as communication linkages between their ethnic communities and the majority society. It has been assumed that English language ability is necessary to fulfill the gatekeeper role. However, very little research has considered the role of non-English language use and the information seeking behavior of the gatekeeper.

The conduct of this study, required an extensive verbal exchange between the interviewer and the respondents. The issue of interview language(s) was addressed in the interview schedule design, the interviewer selection process, and the conduct of the interviews.

This study recognized that gatekeepers who may speak more than one language (English) should be given an opportunity to respond in the language(s) of their choice. Consequently, interview schedules were translated into Chinese, Japanese, Korean, and Spanish (See Appendices 9-13). In addition, interviews were administered by bilingual, bicultural interviewers.

Selection and Training of Interviewers

The Principal Investigator had primary responsibility for selecting, training, and supervising the group of interviewers. A team of five bilingual, bicultural students were trained in the techniques of interviewing. The team consisted of UCLA graduate students and senior undergraduate students. Two of the interviewers are enrolled in the UCLA Graduate School of Library and Information Science (GSLIS) in the master's program, and one of the interviewers is a GSLIS doctoral student.

Two sources were used to develop the training and orientation session for the interviewers. The first was a training program developed by Duran and Monroe (1977) and Metoyer (1978). In addition, A Manual for Interviewers (June, 1989), developed by the UCLA Institute for Social Science Research Survey Research Center, was used to structure the content of the two day training session.

Pretest

The initial draft of the interview schedule with its associated study objectives was submitted to the Research Panel for comment. Based on their analysis, the instrument was revised. The revised instrument was used in the pretest.

Thirty personal interviews were conducted as a pretest. The pretest sample size was distributed on the following basis: 40% Latino, 40% Asian, and 20% American Indian. The disproportionate sampling was intended to test the interview schedule among the ethnic groups, rather than to represent the true population distribution.

Debriefing sessions were held with interviewers in order to refine the schedule and reduce ambiguities associated with schedule interpretation.

Field Test

One hundred and twenty-nine personal interviews were completed. Interviews averaged two hours and fifteen minutes in length, and were conducted at sites selected by the interviewees. Slightly less than half (47%) of the interviews were conducted at personal residences or other non-work locations. One hundred and forty-four gatekeepers were identified as potential interviewees. The objective was to complete 120 interviews. Fifteen of the 144 interviewees were unable to participate, which represents a refusal rate of 5%. The 5% rate is considerably less than the expected 20% refusal rate. The final sample size of 129 completed interviews exceeded the initial objective of 120 completed interviews. Five percent of the completed schedules were validated by telephone in order to determine the interviewer's accuracy in recording the data.

Data Analysis

Data input on personal computers was performed at UCLA. "StatPac Gold", a microcomputer statistical analysis package, was used for data analysis.[4] The data analysis included frequency distributions, correlational analyses, and limited multivariate statistics.

Content analysis was applied in examining the responses to some of the open-ended questions. The categories used in the content analysis scheme were derived from Dervin (Dervin, 1976, pp. 19-38). (See Appendix 5 for list of categories.)

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[4] "StatPac Gold"--Statistical Analysis Package, Walonick Associates, Inc.

Evaluation

The Research and Library Panels will receive copies of the Final Report for their evaluation and comment. Copies of the Report will also be submitted to the gatekeepers for their comments. A summary of these comments may be provided in a subsequent report.

FINDINGS

Characteristics of Information Gatekeepers

Who are the gatekeepers?

Table 1 profiles the gatekeeper sample by ethnolinguistic group.

Ethnolinguistic Groups

TABLE 1

GATEKEEPER PROJECT

Ethnolinguistic Groups

Group	Number	Percent
American Indian	24	18.6
Chinese	24	18.6
Japanese	24	18.6
Korean	24	18.6
Latino	33	25.6
Total	129	100.0

Source: Gatekeeper Project Interview Data, 1990

American Indian, Chinese, Japanese, and Korean gatekeepers each represented 18.6% of the sample. The Latino gatekeepers represented 25.6% of the sample. Two factors contributed to the decision to include a larger percentage of Latinos: (1) they constitute the largest ethnic group in California; and (2) there was an exceptionally low (zero) refusal rate from the Latino sample set.

Gender

TABLE 2

GENDER DISTRIBUTION

Group	Male	Female	Total
American Ind	13	11	24
Chinese	14	10	24
Japanese	11	13	24
Korean	16	8	24
Latino	13	20	33
Total	67	62	129

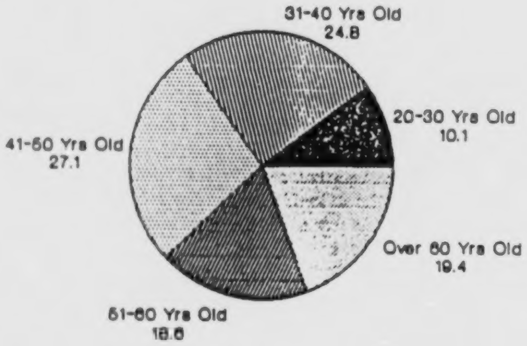
SOURCE: Gatekeeper Project Interview Data, 1990

While this study did not purposefully control for gender, the methodology utilized to identify and select the gatekeeper sample resulted in an almost equal distribution of male (67) and female (62) respondents. Statistical analyses controlling for gender were executed to determine whether significant differences existed in response or behavior. Discussion of these differences is included in the appropriate sections of the study.

Age

TABLE 3

AGE



SOURCE: Gatekeeper Interview Data, 1990

Age has been considered a powerful assimilation predictor in studies on ethnic group migration and urbanization (Bean and Tienda, 1987; Jiobu, 1988). The respondents to this study range in age from 20 years (one respondent) to 73 years (one respondent). The mode is 39 years (seven respondents).

The largest age block is represented by those from 41 to 50 years old. The next group ranges in age from 31 to 40 years (24.8% of the sample). A group of 25 seniors (over age 60) represents 19.4% of the gatekeepers.

Gatekeeper Status

TABLE 4

GATEKEEPER STATUS

Formal/Informal Affiliation

Group	Formal	Informal	Total
American Indian	10	14	24
Chinese	12	12	24
Japanese	12	12	24
Korean	12	12	24
Latino	22	11	33
Total	68	61	129

SOURCE: Gatekeeper Project Interview Data, 1990

One of the study's objectives was to include a balance between formal (institutionally based) and informal (non-institutionally based) gatekeepers. The final sample included 68 (53%) formal gatekeepers and 61 (47%) informal gatekeepers. The Latino sample set had twice as many formal gatekeepers, while Chinese, Japanese, and Korean respondents had an even distribution. The American Indians had slightly more informal gatekeepers. The distribution of formal and informal gatekeepers is attributed to the effectiveness of the sample design.

Due to achieving a final sample which was balanced in both gender and gatekeeper status, there was limited need to perform statistical analyses controlling for these variables.

Citizenship, Immigration, and Migration

TABLE 5

PLACE OF ORIGIN

By Ethnolinguistic Group

Group	Cal	Oth USA	China	Jpn	Kor	Taiwan	Hong Kong	Mexico	Total
Am In	12	11	0	1	0	0	0	0	24
Chin	5	0	9	0	0	7	3	0	24
Jpn	14	7	0	3	0	0	0	0	24
Kor	0	0	1	0	23	0	0	0	24
Lat	14	6	0	0	0	0	0	13	33
Total	45	24	10	4	23	7	3	13	129
%	34.9	18.6	7.8	3.1	17.8	5.4	2.4	10.1	100.0

SOURCE: Gatekeeper Project Interview Data, 1990

Citizenship, immigration, and migration issues are intrinsically tied to answering the question, who are the gatekeepers? Consequently, a series of questions (Q3-Q8) probed both the interviewee's immigration status and country of origin.

A significant finding is that almost half (46.5%) of the total sample was born outside the United States. The gatekeeper groups differ significantly in a few respects. For example, 23 of the 24 Korean interviewees were born in Korea. The Chinese group also reflects an immigrant status: more than three-fourths (79.2%) of the Chinese gatekeepers were born outside the United States.

history. Latinos born in California represent 70% of those born in the United States.

With the exception of the American Indian respondents, the Japanese represent the largest number of gatekeepers who were born in the United States. Only three of the 24 Japanese respondents were born in Japan.

These data indicate that gatekeepers in California represent a global gathering of information providers and users. The data also suggest the conclusion that the Korean and the Chinese communities include many gatekeepers who have roots outside of the United States.

The interview also considered the gatekeepers' length of residency in the United States. Of those gatekeepers who were born outside of the United States, the Chinese and Korean respondents have resided the greatest number of years in the United States. It would seem that length of residency in the United States does not adversely affect gatekeeper status.

As might be anticipated, the non-United States born gatekeepers showed a high rate (63.8%) of naturalized citizenship status. The remaining 20 (34.5%) non-United States born gatekeepers identified themselves as resident aliens. No respondents indicated that they had a non-resident or undocumented worker status.

Language Proficiency

TABLE 6

INTERVIEW LANGUAGE

LANGUAGE	NUMBER
English	88
Korean	20
Chinese	8
Spanish	6
English/Chinese	4
Japanese	1
English/Spanish	1
English/Korean	1
TOTAL	129

SOURCE: Gatekeeper Project Interview Data, 1990

Approximately one-third (31.8%) of the interviews were conducted in a language other than English. Most dramatic is the Korean subset in which 20 (83.3%) of the 24 interviews were conducted in Korean. One-third of the Chinese gatekeepers chose to respond in either the Mandarin or Cantonese dialects. Only six (18.2%) of the 33 Latino respondents chose to be interviewed in Spanish. These findings illustrate the importance of language(s) in the research design, execution, and analysis components of studies in information seeking behavior of ethnolinguistic communities.

TABLE 7

LANGUAGE UTILIZATION

NUMBER SPOKEN

Group	One	Two	Three	Four+	Total
Amer. Indian	12	6	3	3	24
Chinese	1	17	6	0	24
Japanese	3	20	1	0	24
Korean	0	17	7	0	24
Latino	3	27	2	1	33
Total	19	87	19	4	129
%	14.7	67.4	14.7	3.1	100.0

SOURCE: Gatekeeper Project Interview Data, 1990

Table 7 indicates that 87 (67.4%) of the gatekeepers are bilingual. The majority (85.5%) of the gatekeepers are multilingual. It was surprising to find that 14.7% of the respondents spoke three languages. The Chinese (25%) and the Korean (29%) gatekeepers comprise the largest number of trilingual speakers.

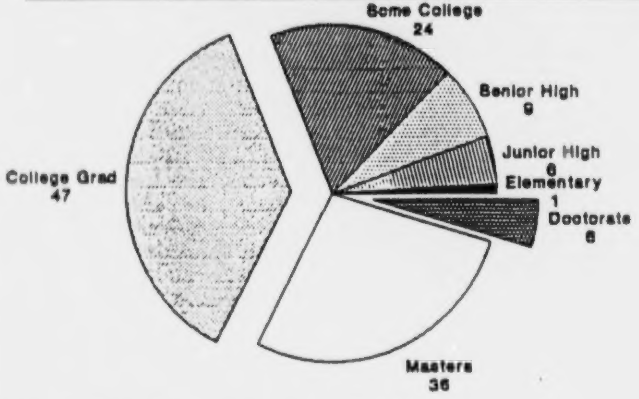
Half of the American Indian gatekeepers speak only English. However, six (25%) of the remaining American Indians are bilingual and the final 25% speak either three or four languages.

The findings of the study relating to language proficiency suggest an array of questions and considerations for the provision of information services. For example, how does language facility relate to the use of information sources including the library? From the library's perspective, is there a need to provide information in multiple languages? This study addresses these and other language-related questions in the section of the report entitled "The Role of Language."

Education

TABLE 8

EDUCATION LEVEL



Source: Gatekeeper Interview Data, 1990

The gatekeeper sample reflects a higher education attainment level than the overall average for their respective ethnic groups. Table 8 depicts the education level of the total sample. Eighty-nine (69%) of the gatekeepers have one or more college degrees. Of special note, six (4.7%) respondents have doctorates and 36 (27.9%) have master's degrees.

This suggests that gatekeepers may be more likely to have higher levels of experience and familiarity with libraries and other information sources than their non-gatekeeper ethnic counterparts. This expectation is discussed further in the "Information Sources" segment of this report. Table 9 presents the education levels by ethnic group.

TABLE 9

EDUCATION LEVEL

By Ethnolinguistic Group

Group	H.S. or less	Some Coll.	Coll. Grad.	Mast	Doct	Total
A.I.	7	8	3	6	0	24
Chin	1	1	7	13	2	24
Jpn	3	6	8	5	2	24
Kor	0	0	16	7	1	24
Lat	5	9	13	5	1	33
Total	16	24	47	36	6	129
%	12.5	18.5	36.4	27.9	4.7	100.0

Source: Gatekeeper Project Interview Data, 1990

All 24 Koreans are college graduates, followed by 22 (91.7%) of the Chinese gatekeepers and 15 (62.5%) of the Japanese respondents. Nineteen (57.6%) of the Latinos and nine (37.5%) of the American Indians are also college graduates. In sum, this sample reveals a remarkably high educational level for all five groups.

Further analysis of the data considered whether significant educational differences exist between formal and informal gatekeepers. There were no significant differences when controlling for formal and informal status through the four-year college graduate level. At the master's level, the 24 formal gatekeepers represent twice (12) the number of informal master's degree holders. At the doctoral level, five of the six doctorates are held by formal gatekeepers. Both formal and informal gatekeepers show higher levels of educational achievement than previously reported for both the general population and their own ethnic groups (Bean and Tienda, 1987; Jiobu, 1988; Johnson et al., 1988; National Advisory Council on Indian Education, 1989).

These data were also analyzed to determine whether significant educational differences exist between males and females. Fifty-five (82%) male respondents compared to 34 (54.8%) females having college degrees. Three males and three females report having doctoral degrees. In general, the male gatekeepers show higher levels of educational attainment than the females. However, both males and females tend to have more formal education than the general population.

Literacy

Literacy is an important factor in the study of information seeking behavior. The analysis of literacy in this section is limited to considering the frequency of reading (Q72). Other aspects of literacy, including the number and identification of languages read, and the self-reported skill and comfort levels are reported in the "Role of Language" section. The intent was to determine the respondents' ability to read without asking the question, Can you read? Only one of the 129 respondents stated that they read "rarely." Seventy-eight (60.5%) of the gatekeepers stated that they read "a great deal," and 43 (33.3%) read "some." It should be noted that 75.8% of the responding

Latinos rate themselves as reading "a great deal," followed by American Indians (70.8%). The Koreans, in contrast, represented the lowest percentage (33.3%) of those reading "a great deal."

Employment Status

The 68 formal and 61 informal gatekeepers represent 12 occupational categories, which are listed in the Methodology section. For purposes of validation, the gatekeepers were asked a series of questions regarding their employment status and type of work (Q36-Q44).

Twenty-eight (23.7%) of the gatekeepers describe their work as media-related, which represents the largest employment category. This suggests that the gatekeepers are particularly attuned to the value of the media and information resources. This area will be addressed in a subsequent section of the report.

The second largest group of 24 (20.3%) gatekeepers are those respondents who work in business occupations. The next set of occupational categories, in descending order, are cultural affairs (11.9%), social services (6.8%), politics/government (5.1%), and religious ministry (4.2%).

Organizational Membership

Gatekeepers form linkages within their communities in a variety of ways. One of the more salient indicators of their networking orientation is their activity within organizations.

The importance of organizational membership in ethnic communities has been recognized and tested by a number of researchers (Kurtz, 1968; Snyder, 1976; Duran and Monroe, 1977). This study asked a series of questions about organizational involvement, including current membership and participation in group formation (Q45-Q49). Table 10 presents the findings related to these two questions.

TABLE 10
ORGANIZATIONAL INVOLVEMENT
Membership and New Organization Formation

Group	Membership	(%)	New Org	(%)
American Indian	22	(91.7)	17	(70.8)
Chinese	22	(91.7)	10	(41.7)
Japanese	22	(91.7)	14	(58.3)
Korean	22	(91.7)	18	(75.0)
Latino	30	(90.9)	28	(84.8)
Total	118	(91.5)	87	(67.4)

SOURCE: Gatekeeper Project Interview Data, 1990

Question 45 asked gatekeepers about their current organizational membership. The majority of the gatekeepers (118, 91.5%) belong to some type of social, religious, community or political organization. The 11 gatekeepers (8.5%) who did not report membership are all informal gatekeepers. This is not unexpected given the inclination of some information gatekeepers to operate independent of formalized organizations.

Of special note is the finding that 87 (67.4%) of the gatekeepers have taken part in forming some type of organization whose purpose was to change or improve situations within their communities. Twenty-eight (84.8%) Latinos have been directly involved in forming a new community organization. They are followed by 18 Koreans (75%) and 17 American Indians (70.8%).

More than half (58.3%) of the Japanese have taken part in forming a group. The Chinese gatekeepers gave the lowest positive response (41.7%) to this question. These findings suggest that gatekeepers are community organizers and frequently take the initiative on issues of concern.

Open-ended questions on organizational involvement reveal that gatekeepers feel a sense of responsibility to the community. Question 53 probed the community orientation of gatekeepers. Respondents were asked if they considered themselves a gatekeeper, as defined in the interview schedule. One hundred and twenty-five (96.9%) gatekeepers responded "yes." The four informal gatekeepers who did not consider themselves gatekeepers responded with reasons such as "I don't think that I am important or influential."

Summary

The gatekeeper sample reveals that:

* Male and female gatekeepers are represented in all five ethnolinguistic groups;

* Formal and informal gatekeepers are represented in all ethnolinguistic groups;

* Gatekeepers range in age from young adult to senior citizens;

* A significant percentage of gatekeepers are non-U.S. born

* Most gatekeepers have multilingual capabilities;

* Gatekeepers demonstrate high educational levels including graduate and post graduate achievement; and

* Gatekeepers demonstrate a high level of organizational involvement and new group formation.

Dissemination of Information in the Community

How do gatekeepers receive and transfer information?

Interpersonal Communication

A series of questions (Q9-Q13) asked about the gatekeepers' communication with family and neighborhood friends. The majority (93%) of the gatekeepers have family living in southern California. Two questions (Q12-Q13) addressed the respondents' communication with neighborhood friends. Table 11 compares the frequency of the communication with family and friends.

TABLE 11
COMMUNICATION WITHIN NEIGHBORHOOD

INTERPERSONAL COMMUNICATION
Family Interaction

Group	Less 1/Wk	Once /Wk	Several /Wk	Total
Amer. Indian	3	4	13	20
Chinese	4	1	18	23
Japanese	6	5	11	22
Korean	7	6	10	22
Latino	8	2	22	32
Total	28	18	74	120
%	23.3	15.0	61.7	100

INTERPERSONAL COMMUNICATION
Interaction With Friends

Group	Less 1/Wk	Once /Wk	Several /Wk	Total
Amer. Indian	1	10	13	24
Chinese	6	10	8	24
Japanese	7	8	9	24
Korean	7	9	8	24
Latino	3	10	20	33
Total	24	47	58	129
%	18.6	36.4	45.0	100.0

SOURCE: Gatekeeper Project Interview Data, 1990

Over 60 percent (61.7%) of the respondents speak with their families several times a week. There is nominal variation in this high level of contact among all five groups. There is a lesser degree (45%) of frequent communication between gatekeepers and neighborhood friends.

It appears that American Indian gatekeepers tend to communicate more frequently with family and neighborhood friends than do the other four groups. Latinos also demonstrate a high level of communication within their neighborhood, particularly with friends. These findings verify the interpersonal orientation and linkages intrinsic to the gatekeeper function.

Telecommunications and Technology

Availability and use of the telephone was considered in questions 101-105. Every gatekeeper has a telephone(s) in his or her home, office, or car. Almost half (48.9%) of the respondents reported having four or more readily available telephones. In addition, 100% of the respondents reported having received one or more telephone calls within the last month asking for help or information.

Next to personal contact, the telephone was viewed as the primary means of receiving and sending information. Table 12 delineates the number of telephone requests received by each of the five groups.

TABLE 12
DAILY TELEPHONE REQUESTS FOR INFORMATION

Group	<1	1-3	4-5	6-10	>10	Total
Amer.Ind.	8	5	2	4	5	24
Chinese	7	9	7	1	0	24
Japanese	10	8	2	2	2	24
Korean	2	6	4	5	7	24
Latino	2	10	5	7	9	33
Total	29	38	20	19	23	129
%	22.5	29.5	15.5	14.7	17.8	100.0

SOURCE: Gatekeeper Project Interview Data, 1990

Almost one half (48%) of the respondents received four or more information-related calls per day. Less than one-fourth (22.25%) of the respondents receive no more than one call per day for information. This is especially true for the Japanese gatekeepers. Koreans receive the largest (29.0%) number of daily calls, followed by the Latinos (27.3%), who receive ten or more calls per day information. These data indicate the high level of telephone usage for receiving and disseminating information. The high usage across all five groups of gatekeepers suggests the need to better understand the role of the telephone in information dissemination.

TABLE 13

INFORMATION TECHNOLOGY

Access by Ethnolinguistic Group

Group	Comp. w/o mod	Comp. w mod	Answ. Mach.	Fax	CD ROM
Amer. Ind.	10	8	15	9	0
Chinese	19	11	23	19	1
Korean	12	9	16	20	2
Japanese	13	4	17	12	0
Latino	7	17	25	19	1
Total	61	49	96	79	4
%	47.3	38.0	74.4	61.2	3.1

SOURCE: Gatekeeper Project Interview Data, 1990

It was anticipated that all gatekeepers would have at least minimal access to microcomputers either with or without modems, answering machines, FAX machines, or CD-ROM technology. Table 13 indicates that 110 (85.3%) gatekeepers have access to a microcomputer. Of that group, 44.5% have modems attached to their computers. Three-fourths (74.4%) of the respondents have access to an answering machine. Although FAX technology has only recently become more available, almost two-thirds (61.2%) responded that they have access to FAX machines. Finally, a few (3.1%) gatekeepers had access to CD-ROM. An indicator of the gatekeepers' interest in technology is that 63 respondents asked the interviewers for a definition and description of CD-ROM.

Gatekeepers were asked (Q108) if they had used computerized databases to get information. Fifty-four (41.9%) gatekeepers responded "yes," which suggests that this application is a common one for many (49.1%) of those who have computer access. This response has significant implications for information linkages between libraries and gatekeepers.

The previous discussion has considered the role that interpersonal communication and technology play in the transfer of information from gatekeepers to their communities. A different approach was taken in Q59, which asked gatekeepers to describe an information source or referral they used to address someone else's information need. The analysis of the responses to this open-ended question resulted in the identification of 25 discreet sources; two of which were cited more frequently than any of the others. Fifty-seven (30.3%) gatekeepers responded to an information need by making a referral to another individual, most often a professional person. A smaller number (29) referred the inquirer to an agency or organization.

Summary

Gatekeepers:

* Show a high incidence of interpersonal communication with family and friends;

* Rely heavily on telephones for receiving and responding to information requests; and

* Indicate a high level of awareness and access to information technologies, including computers.

Information Sources

Where do gatekeepers get their information?

One of the objectives of the Gatekeeper Study is to demonstrate the role and importance of information sources, including the public library, to the gatekeepers. Several questions in the interview schedule sought to find out where in fact gatekeepers get their information. Discussion of this question begins with the role of mass media.

Mass Media

The impact and role of mass media on ethnic groups has received attention in the research of the last 30 years (Rogers, 1962; Grebler et al., 1970; Greenberg and Dervin, 1970; Tichenor et al., 1970; Duran and Monroe, 1977; Chatman, 1985). The research suggests that ethnic groups tend to: (1) have low reading interest and use; (2) show a dependency on mass media, especially television; (3) have low opinions of their treatment and portrayal by the mass media, community agencies, and institutions; and (4) use non-English language resources. Language utilization and its relationship to information seeking behavior have received the least amount of attention in the literature. This study addresses language and its impact on use of the mass media by gatekeepers. Newspapers are the first mass medium to be addressed.

TABLE 14

MASS MEDIA DEPENDENCY

Newspapers

Group	Hardly	Little	Some What	Great Deal	Total
Amer. Ind.	4	3	9	7	23
Chinese	0	1	8	15	24
Japanese	0	3	9	12	24
Korean	0	3	8	12	23
Latino	1	1	14	16	32
Total	5	11	48	62	126
%	4.0	8.7	38.1	49.2	100.0

Source: Gatekeeper Project Interview Data, 1990

Newspapers. It was anticipated that gatekeepers would demonstrate a moderate to high rate of English and non-English newspaper reading (see Table 28). A series of seven questions (Q78-Q85) probed the newspaper reading habits of gatekeepers.

One hundred and twenty-three (95.3%) gatekeepers read English language newspapers. The majority (75.6%) of them read an English newspaper on a daily basis.

Questions related to the reading of non-English newspapers reveal that 73 (60.8%) of the 125 respondents who read newspapers in any language, read a non-English newspaper. Slightly more than half (54.2%) of these readers report reading non-English newspapers on a daily basis.

The publication schedules of non-English newspapers should be considered in interpreting these data. Eighteen (25%) respondents read non-English newspapers on a weekly basis. It is likely that this percentage reflects the fact that many non-English newspapers are published weekly, monthly, or irregularly.

The final question (Q85) in this series probed the gatekeepers' dependency on newspapers as an information source. Table 14 provides the results. Approximately one-half (49.2%) of the 129 respondents depend on newspapers "a great deal" for information. Related questions which consider dependency on magazines, radio and television do not show comparable levels of dependency.

TABLE 15

MASS MEDIA DEPENDENCY

Magazines

Group	Hardly	Little	Some What	Great Deal	Total
Amer. Ind.	6	3	5	5	19
Chinese	0	7	10	6	23
Japanese	7	4	10	3	24
Korean	1	3	10	9	23
Latino	5	6	12	8	31
Total	19	23	47	31	120
%	15.8	19.2	39.2	25.8	100.0

Source: Gatekeeper Project Interview Data, 1990

Magazines. Three-fourths (96) respondents regularly read magazines. Table 15 displays the data derived from the question (Q88) on magazine dependency. While magazines appear to have some value as a source of information, only one-fourth (25.8%) of the respondents depend on them "a great deal" as sources of information.

TABLE 16

MASS MEDIA DEPENDENCY

Radio

Group	Hardly	Little	Some What	Great Deal	Total
Amer. Ind.	7	4	9	3	23
Chinese	1	9	11	3	24
Japanese	10	5	5	4	24
Korean	8	5	5	3	21
Latino	3	12	12	6	33
Total	29	35	42	19	125
%	23.2	28.0	33.6	15.2	100.0

Source: Gatekeeper Project Interview Data, 1990

Radio. The findings concerning radio usage are based on responses to questions 89-94. The majority (43.4%) of the respondents listen to the radio daily and 27.9% listen to it "when they drive." More than one-third (37.6%) of the respondents listen to non-English radio. Table 16 provides the responses to radio dependency as an information source.

In comparison to other mass media, radio does not have as high a rating as an information source. Only 19 gatekeepers (15.2%) rely on the radio "a great deal" for information.

TABLE 17

MASS MEDIA DEPENDENCY

Television

Group	Hardly	Little	Some What	Great Deal	Total
Amer. Ind.	5	7	5	7	24
Chinese	0	7	9	8	24
Japanese	9	3	9	3	24
Korean	3	5	8	6	22
Latino	8	5	14	6	33
Total	25	27	45	30	127
%	19.7	21.3	35.4	23.6	100.0

Source: Gatekeeper Project Interview Data, 1990

Television. Comparable questions (Q95-Q100) were asked concerning the use and dependency on television. As might be expected, most of the gatekeepers (98.4%) watch television and two-thirds (62.0%) watch it daily. A number of viewers (59.7%) watch non-English television. The incidence of non-English television viewing is highest among Latinos (78.8%), followed by the Japanese (75.0%) and the Korean (66.7%) gatekeepers. The Chinese gatekeepers watch less (41.7%) non-English television, and the American Indians watch the least amount (29.2%) of non-English television. Non-English television viewing is a prevalent activity among gatekeepers.

Television as a source of information appears to have a normal distribution. The Chinese gatekeepers (70.8%), followed by the Koreans (63.6%) and the Latinos (60.6%) place greater reliance ("somewhat/great deal") on television as an information source than the Japanese (50%) and the American Indian gatekeepers (50%). The role of language in mass media utilization is further discussed in a forthcoming section of the study.

Mass Media Summary. The preceding discussion of mass media use and dependency has identified differences among the five ethnolinguistic groups for each medium. Appendix 6 contains a series of mass media dependency charts, which profile the dependency of each ethnic group for each medium.

The Chinese and Korean gatekeepers have a tendency to show higher levels of dependency on all mass media. In contrast, the Japanese and American Indians tend to depend less on all mass media as sources of information.

Institutional Sources of Information

Table 10 depicts the organizational involvement of gatekeepers. Ethnolinguistic gatekeepers have a propensity to join and develop community organizations. The consideration of organizations in this section of the report will focus on the rating of organizations and agencies by the gatekeepers. The respondents (Q50) rated 11 public and private organizations/ agencies according to the organizations/agencies' perceived treatment of the respective ethnic group. Table 18 presents the results.

TABLE 18

ORGANIZATIONS AND AGENCIES

Ranking By Gatekeepers

Organization/ Agency	Very Good	Good	Average	Poor	Total
Churches	15	52	31	15	113
Phone Co.	11	54	37	14	116
Gas Co.	14	50	36	9	109
Public Lib.	*20*	*44*	*29*	*18*	*111*
Schools	8	32	55	29	124
Hospitals	7	30	44	41	122
Radio & TV	4	25	44	52	125
Welfare Dept.	4	18	43	42	107
Police Dept.	2	19	41	56	118
Labor Unions	5	12	25	28	70
Immigration	1	12	32	52	97
Total	91	348	417	356	1212

SOURCE: Gatekeeper Project Interview Data, 1990

There are significant differences in the ratings of organizations and agencies. The immigration service ranks lowest in its treatment of the five groups. More than half (53.6%) of the respondents cited treatment by the immigration service as "poor." The rating of "poor" was also assigned to the police department (47.5%). Surprisingly, radio and television received a rating of "poor" in their treatment of the ethnic groups.

At the other end of the spectrum, 20 (18%) respondents rank the public library as being "very good." Fifteen (13.3%) respondents rate the churches as "very good."

Librarians could potentially enhance the communication flow with gatekeepers and their communities by formalizing linkages with the churches and utility companies (see Table 18).[5]

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[5] Carlson and Martinez found that librarians believe that "word of mouth" and "radio" are the most effective means of publicizing services in ethnic communities (p. 42). The findings in the Gatekeeper Study suggest investigating other means of communicating with the community, since radio was not favorably perceived in its

TABLE 19
PUBLIC LIBRARY RATING
By Ethnolinguistic Group

Group	V. Good	Good	Average	Poor	Total
Amer. Ind.	3	4	5	3	19
Chinese	5	9	6	2	22
Japanese	5	8	5	3	21
Korean	0	10	7	2	19
Latino	7	9	6	8	30
Total	20	44	29	18	111
%	18.1	39.6	26.1	16.2	100.0

SOURCE: Gatekeeper Project Interview Data, 1990

The Public Library. Table 19 provides a more detailed view of the public library's rating by 111 responding gatekeepers. Forty-seven (42.3%) of the gatekeepers rate the library as average or poor. Nine (47.7%) of the 19 Korean gatekeepers rated the library as "average" or "poor." This rating is closely followed by that of the Latino gatekeepers. Fourteen (46.7%) of the 30 Latinos rated the library as "average" or "poor." The American Indians follow with eight (42.1%) of the 19 rating the library as "average" or "poor." Eight (38.1%) of the 21 Japanese, and eight (36.4%) of the 22 Chinese, rate the library as "average" or "poor." While seven (23.3%) of the Latinos rate

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treatment of these ethnic groups.

the library as "very good", none of the Koreans assign that rating to the library.[6]

The next series of tables looks at factors associated with public library use. A detailed analysis or evaluation of public library use and non-use was not a study objective. One section (Q110-Q120)of the interview schedule focused on the use and perception of the public library by gatekeepers. The intent of the Gatekeeper Study is to consider the library as only one information resource.

Eighty-seven (67.4%) of the respondents state had gone to the public library for a book or some type of help in the last year. Table 20 indicates the responses recorded by ethnic group.

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[6] Although this study cannot generalize from the gatekeeper sample to the total ethnic population, other data support the existence of differences in library ratings among the ethnic groups. One possible factor specific to the Koreans' rating of the library might be the relative recency of their immigration status as compared to the other groups.

TABLE 20

PUBLIC LIBRARY VISITS

By Ethnolinguistic Group

Group	Positive Response	Percent
American Indian	14	58.3
Chinese	20	83.3
Japanese	8	33.3
Korean	19	79.2
Latino	26	78.8
Total	87	67.4

SOURCE: Gatekeeper Project Interview Data, 1990

The data provide some surprises, foremost that 20 of the 24 (83.3%) of the Chinese gatekeepers have been to the library in the last year. This percentage is significantly higher than the averages reported in previous research. The Koreans and Latinos closely follow in their library visits. Nineteen (79.2%) of the 24 Koreans and 26 (78.8%) of the 33 Latinos have been to the library in the last year. American Indian and Japanese gatekeepers reported the lowest incidence of visits.

These statistics on library visits indicate library awareness and are not synonymous with library usage. The following section of this report discusses library usage among gatekeepers.

The study asked the question, "Have you gone to the public library for a book or some type of help within the last year?" (Q110). In addition, a series of seven close-ended questions (Q111-Q117) and two open-ended (Q118-119) questions asked about types of usage and levels of satisfaction. Reliability checks were included by asking respondents to identify the name and location of the library(s) visited in the past year (Q112).

Gatekeepers tend to be users of different libraries to the extent that the majority (54.7%) report using more than one library, including public, academic, and special (Q111-Q112). A series of questions (Q113-Q115) probed library usage. Table 21 summarizes the responses to these questions.

TABLE 21

PUBLIC LIBRARY USAGE

By Ethnolinguistic Group

Group	Obtain Help	Ask Librarian	Recommend Library
Amer. Ind.	13 (92.9)	8 (53.3)	18 (75.0)
Chinese	16 (80.0)	14 (73.7)	19 (82.6)
Japanese	6 (75.0)	7 (87.5)	10 (43.5)
Korean	19 (100)	15 (78.9)	15 (75.0)
Latino	24 (88.9)	13 (48.1)	25 (75.8)
Total	78	57	87
%	88.6	64.8	70.7

Source: Gatekeeper Project Interview Data, 1990

A cautionary note is needed in interpreting Table 21. The number of respondents to the questions varies from 57 (44.2%) to 87 (67.4%) of the total sample of 129 respondents.

In response to the question concerning whether or not the gatekeepers obtained the help they needed on their last visit, more than three-fourths of each group had obtained the necessary assistance. The unanimous positive response from the Korean respondents suggests that they experience a high level of library user satisfaction. Similarly, American Indian gatekeepers report a high (92.2%) positive response rate to this question.

Question 14 addresses the issue of whether the respondents had used the help of a librarian. Over 40 percent (44.2%) of the total sample responded to the question. Of those who did respond, the Latinos had the least amount of "librarian consultation."

A premise of this study is that gatekeepers provide a link between organizations/agencies and the community. The last column in Table 21 reflects the responses to question 115, which asked whether the gatekeepers had recommended the library to any of their friends or acquaintances. With the exception of the Japanese gatekeepers, at least three-fourths of the other respondents had an affirmative response. Four of the groups showed a higher response rate to this question than they did for the other two questions in this series. It appears that some gatekeepers recommend the library to others regardless of their personal library experience.

Some potential barriers could affect the gatekeepers' use of the library. A list of seven reasons "often given for not using the library" and one open-ended question probed the problem of barriers (Q116). Only 63 (48.8%) gatekeepers responded to this question, which shows that the majority of the sample did not cite a specific reason or barrier for not using the library. Table 22 summarizes the responses to these questions.

TABLE 22
REASONS FOR NOT USING THE LIBRARY
By Ethnolinguistic Group

Group	No Time	Buy Books	Lack Lang.	DK Use	Too Far	Dslk. Read	Fear Loss
Am. In.	11	8	8	2	5	3	1
Chinese	21	7	6	7	11	1	0
Japanese	10	13	0	2	3	2	1
Korean	14	3	14	16	2	3	0
Latino	7	10	8	2	2	1	3
Total	63	41	36	29	23	10	5

Source: Gatekeeper Project Interview Data, 1990

Time constraints are the most frequently cited reason for not using the library. Sixty-three (48.8%) respondents select this reason. Many of the respondents to the question comment on the time factor. The Chinese (87.5%) and the Korean (58.3%) gatekeepers are especially vocal on the problem of limited time. Some of the comments are as follows:

- "It takes so much time to go to the library and I need information in Korean. Does the library have it?" (Korean businessman);
- "I am accustomed to quick information access through my staff. They know how to get exactly the right piece of information in a hurry" (Latino media professional);

Note to Table 22:
DK = "Don't know how to use the library."
Fear loss = "I'm concerned that I will lose the library books."

- "I would go [to the library] more often if it were open during convenient hours or if there was a bookmobile service" (American Indian community organizer); and
- "If I could call in my request and they have it ready when I arrived, then I would use the library more often" (Chinese educator).

The Korean respondents depict a somewhat curious library orientation. As noted in Table 21, all of the 19 (100%) Korean respondents to the question (Q115) obtained the help they needed at the library. Yet, Table 22 indicates that two-thirds (66.7%) of the Korean gatekeepers "did not know how to use the library" or believed that the "library lacked materials in my native language." These responses suggest a need for additional study in order to reconcile these seeming contradictions: e.g., Can Korean gatekeepers obtain the help they need from the library if they do not know how to use it?

Summary

The gatekeepers have a strong library use orientation. They appear willing to recommend the library, thereby influencing potential users. The gatekeepers have a high level of:

- Library awareness across groups; and
- Library satisfaction.

Furthermore, there is a general willingness to recommend the library to others. Gatekeepers cite lack of time as the primary as a barrier to library use. And, Korean gatekeepers appear to differ from other groups in their library usage profile.

Information Needs

What type of information do gatekeepers need?

The study focuses on the information seeking behavior of gatekeepers, and treats information needs as a secondary issue. In the interview, the gatekeepers were asked to respond to both hypothetical and actual situations in which they or their community members needed information. Their responses were recorded verbatim.

The analysis technique applied in this study was developed by Dervin. This technique generates categories of information needs that are distilled from the responses of the interviewees (Dervin, 1976).[7] For purposes of this analysis, the number of responses per situation was limited to three. Table 23 compares the categories of the information needs of the gatekeepers with those of the community as cited by the gatekeepers.

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[7] Dervin's categories were subsequently ussed by Chen and Hernon (1982) and others.

TABLE 23
COMPARISON OF INFORMATION NEEDS
Community and Gatekeepers

Category	Community Needs		Gatekeeper Needs	
Finance	30	(13.6)	21	(11.8)
Housing	29	(13.1)	4	(02.2)
Public Affairs	24	(10.4)	45	(25.3)
Health	21	(09.1)	16	(09.0)
Family Rels.	19	(08.2)	3	(01.7)
Education	18	(07.8)	24	(13.5)
Legal	17	(07.4)	13	(07.3)
Employment	13	(05.6)	8	(04.5)
Neighborhood	11	(04.8)	10	(05.6)
Immigration	10	(04.3)	2	(01.1)
Public Asst.	8	(03.5)	6	(03.4)
Race Relations	8	(03.5)	1	(00.6)
Lang./Trans.	7	(03.0)	0	(00.0)
Consumer	6	(02.6)	7	(03.9)
Housekeep/Mtce.	4	(01.7)	11	(06.2)
Recreation	3	(01.3)	5	(02.8)
Crime/Safety	3	(01.3)	2	(01.1)

NOTE: Applies Dervin's Content Analysis Scheme

The categories of community information needs are ranked in descending order. As in Dervin's research, questions regarding "finance" and "housing" ("survival" is Dervin's term) rank highest. In contrast, the gatekeepers identify "public affairs" as their most frequent information need, followed by "education" and "finance."[8]

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[8] This study identifies a different hierarchy of information needs than those identified in two other California-based studies (Carlson and Martinez, 1990, p. 27; Opinion Research of California, 1984, p. 36).

Role of Language

What is the role of language in information seeking and dissemination among gatekeepers?

An objective of this study is to consider the role and importance of language in the information seeking behavior of American Indian, Chinese, Korean, Japanese, and Latino gatekeepers. Language use and facility have an effect on how gatekeepers satisfy their information needs and those of their communities. A series of close-ended questions were used to draw distinctions between language use and facility in reading, writing and speaking.

As indicated in Table 7, Language Utilization, more than 85% of the total sample speak two or more languages. In addition, 41 of the interviews were conducted in a language other than English (Table 6, Interview Language). Findings related to language use were previously discussed as factors which define the identity of the gatekeepers. The report considers other aspects of language use in the forthcoming section.

Native Language

TABLE 24

ENGLISH AS NATIVE LANGUAGE

Group	Number Yes	Percentage
American Indian	18	75.0
Chinese	4	16.7
Japanese	20	83.3
Korean	1	4.2
Latino	10	30.3
Total	53	41.1

SOURCE: Gatekeeper Project Interview Data, 1990

Table 24 shows that 53 (41.1%) of the respondents identify English as their native language. Twenty (83.3%) of the Japanese gatekeepers reported English as their native language, followed by 18 (75.0%) American Indian gatekeepers. These results were not especially surprising for the American Indian gatekeepers. However, it was anticipated that a larger percentage of Japanese gatekeepers would consider Japanese as their native language. Conversely, only one of the Korean gatekeepers and four of the Chinese identify English as their native language.

English is not the native language for three (Chinese, Korean and Latino) of the groups. This finding is further supported by the responses to the question, "Which language would you say that you speak better?" (Q18)

Spoken Language Orientation

TABLE 25

SPOKEN LANGUAGE ORIENTATION

Bilingual Speakers Response

Group	English	Native	Both Equally	Total
American Indian	21	0	3	24
Chinese	7	9	4	20
Japanese	8	2	1	11
Korean	5	15	4	24
Latino	15	7	8	30
Total	56	33	20	109
%	51.4	30.3	18.3	100.0

SOURCE: Gatekeeper Project Interview Data, 1990

The majority (62.5%) of the Koreans speak Korean better than they do English. Nine (37.5%) of the Chinese gatekeepers speak Chinese better than they do English. Fifteen (50%) of the Latinos speak English better than Spanish. In sum, slightly more than one-half (51.4%) of the respondents speak English better than their native language.

These findings suggest that the sample selection process resulted in the identification of bilingual gatekeepers, who by definition, move between two cultures, who use more than one language as a means of communication.

Number of Languages Read

TABLE 26

LANGUAGE UTILIZATION

Number Read

Group	One	Two	Three	Four+	Total
Amer. Indian	11	7	4	2	24
Chinese	4	16	3	1	24
Japanese	14	8	2	0	24
Korean	1	16	6	1	24
Latino	3	25	3	2	33
Total	33	72	18	6	129
%	25.6	55.8	14.0	4.6	100.0

SOURCE: Gatekeeper Project Interview Data, 1990

According to Table 26, three-fourths (74.4%) of the gatekeepers read two or more languages. Almost every Korean gatekeeper reads at least two languages and almost 30% (29.2%) read three or more languages. The Chinese gatekeepers show a similar pattern; twenty (83.3%) Chinese respondents read two or more languages. Thirty (90.9%) Latino gatekeepers can read both Spanish and English.

Only one-fourth of the sample have monolingual reading ability. Table 26 suggests that native language use, as characterized by reading ability, is an important variable which affects the gatekeepers' ability to gather or receive information via reading.

Writing Ability

TABLE 27

LANGUAGE UTILIZATION

Number Written

Group	One	Two	Three	Four+	Total
Amer. Indian	13	7	2	2	24
Chinese	4	18	2	0	24
Japanese	15	9	0	0	24
Korean	2	19	3	0	24
Latino	5	25	1	2	33
Total	39	78	8	4	129
%	30.2	60.5	6.2	3.1	100.0

SOURCE: Gatekeeper Project Interview Data, 1990

Ninety (69.8%) gatekeepers can write in two or more languages (see Table 27). The Korean group has the highest percentage (91.7%) of respondents who write two or more languages. Most Latino (84.8%) and Chinese (83.3%) gatekeepers write more than two languages. More than half (54.2%) of the American Indian gatekeepers also have writing ability in two or more languages.[9]

Non-English language utilization, as indicated by speaking, reading, and writing ability, is an indicator of cultural preservation and, as such, is a critical factor in defining information seeking behavior in ethnolinguistic communities. The use of non-English mass media is the final aspect of language utilization considered in this analysis.

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[9] Some of the non-English languages of American Indian respondents included Choctaw, Diegueno, Navajo, and Lakota.

The significance of mass media as sources of information in these ethnic communities was discussed in a previous section of this report (Tables 14-17). This study distinguished between English and non-English mass media use and asked a series of questions (Q81-82, Q91-92, Q97-98) regarding the gatekeepers use of these non-English sources. Table 28 summarizes the responses to these questions.

TABLE 28

NON-ENGLISH MEDIA USE

By Ethnolinguistic Group

Group	Newspap	TV	Radio
Amer. Ind.	4	7	6
Chinese	17	10	3
Korean	23	16	10
Japanese	3	16	1
Latino	26	26	27
Total	73	77	47
%	56.6	59.7	36.4

SOURCE: Gatekeeper Project Interview Data, 1990

The Latinos and Koreans are consistent users of non-English language newspapers, radio, and television. More than three-fourths (78.8%) of the Latinos regularly read non-English newspapers and watch non-English television. The Korean gatekeepers are most likely (95.8%) to read non-English newspapers. The Korean respondents also indicate a high incidence (66.7%) of non-English television viewing. The Latino gatekeepers, in comparison to the other groups, characterize themselves as listeners of non-English radio. It should be noted that American Indians also utilize non-English mass media, but at a lower rate.

SUMMARY OF FINDINGS

The study examined the information seeking behavior of 129 gatekeepers representing five ethnolinguistic communities: American Indian, Chinese, Japanese, Korean, and Latino. Personal interviews averaged two hours and fifteen minutes in length and were conducted in the language selected by the respondent. Analysis of the data provided responses to five questions concerning the information seeking behavior of gatekeepers:

1. Who are the gatekeepers?
2. How do they transfer information to their communities?
3. Where do they get their information?
4. What types of information do they need?
5. What is the role of language in the information seeking process?

The responses to these questions allow for the construction of a profile of information gatekeepers:

1. **Who are the gatekeepers?** The gatekeepers:
   * May have formal or informal status;
   * Tend to have one or more college degrees;
   * Are multilingual and multiliterate;
   * Are involved with community based organizations;
   * Do not reflect age or gender bias;
   * Represent a wide rang of occupations.
2. **How do gatekeepers receive and transfer information?** The gatekeepers:
   * Utilize an interpersonal network that includes family friends, agencies, and professionals;

* Rely heavily on the telephone for receiving and responding to information requests;

* Utilize information technologies, including computers, FAX machines, and answering machines.

3. **Where do gatekeepers get their information?** The gatekeepers get their information from:

* Their interpersonal networks;

* All of the mass media, especially non-English mass media;

* A few institutions and agencies which are positively perceived, especially churches, utility companies, and the public library.

4. **What types of information do gatekeepers need for themselves and their communities?** The gatekeepers have:

* Personal information needs, specifically information related to public affairs, education, and finance;

* Information needs resulting from community requests, for example, information related to finance, housing, and public affairs.

5. **What is the role of language in the information seeking behavior of gatekeepers?**

* Language is a determining factor in defining the gatekeepers' use of all information sources including the interpersonal and mass media;

* The use and facility of multiple languages more than any other factor seems to affect the gatekeepers' recognition and status as an information provider in the community.

PROJECT OUTCOMES

The proposal, "Information Gatekeepers in California's Ethnic Communities," identified ten possible outcomes (Appendix 7). Each of the outcomes is addressed below.

Public library awareness and utilization

* The gatekeepers' participation in the study, especially the interviewing process, increased their awareness of the public library and its services.

Identification of gatekeepers

* The project resulted in the identification of approximately two hundred formal and informal gatekeepers.
* The techniques used for the identification of gatekeepers can be applied by librarians in most communities.

Language and data gathering techniques

* Interview schedules were developed in English, Spanish, Japanese, Korean, and Chinese.
* The interview schedules can be modified and applied in other community settings. (The data gathering process will require appropriate training and language skills.)

SDI model

* Based on the gatekeepers' information seeking patterns, the application of an SDI model appears to hold the most potential for meeting their information needs. (See Recommendations.)

Library staffing patterns

* The data supports the feasibility of developing a "team

approach" to (1) address the gatekeepers' information needs; (2) improve the information seeking skills of gatekeepers; (3) improve interpersonal communication between gatekeepers and librarians.

Community agency data bases

- Lists of agencies and organizations referenced in the study can be provided to libraries and other community agencies.

Culturally diverse project staff

- The project staff involved in this study included representatives of the American Indian, Chinese, Japanese, Korean and Latino communities.
- A total of eight graduate and undergraduate students participated in the data gathering and analysis phases of this project.

Workshop and institute development

- The findings of this study suggest a foundation for developing institutes or workshops concerning information services in ethnic communities.

Recruitment into the profession

- As a result of this project, one of the culturally diverse research assistants has applied for admission to UCLA's Graduate School of Library and Information Science. Two other culturally diverse research assistants are considering application to GSLIS.
- A fourth student with an interest in ethnic communities is considering application to the GSLIS doctoral program.

The final outcome anticipated in the project proposal was the identification of recommendations for improving the provision of information services within the five ethnic communities. These recommendations follow in the next section of the report.

RECOMMENDATIONS

1. That an SDI model based on the findings of this study, be implemented through a series of demonstration projects. Implementation of the SDI model should recognize that gatekeepers exhibit awareness, access, and use of information technologies;
2. That libraries develop linkages with those organizations that comprise the gatekeepers' institutional network;
3. That libraries broaden their consideration of multilingual information sources and services to include utilization of multilingual bibliographic instruction, staffing patterns, and library orientations and advertising;
4. That additional research focus on the role of langugage in the information seeking process;
5. That the Gatekeeper Study be replicated in other California communities and in other states.

CONCLUSION

The findings of the Gatekeeper Study support the conclusion that formal and informal gatekeepers act as proactive information sources in their communities. The gatekeepers' role in the community is largely defined by their ability to (1) function in both their local community and the mainstream society; and (2) link both their local communities and mainstream sociey through the acquisition and dissemination of information.

Up to this point, the findings and recommendation have focused on what libraries could do to improve information services to gatekeepers. Another set of recommendations results from asking the question, What can gatekeepers do for the library?

The characteristics of the gatekeepers and their behavior within their information environment suggest that gatekeepers could:

* Act as mentors for librarians by helping them improve their "ethnic competence" (Green, 1982, p. 53)
* Identify multilingual information sources, including interpersonal sources;
* Assist in the recruitment of culturally diverse library staff;
* Introduce and orient community members to the library;
* Serve as library board members; and
* Formalize linkages between the library and community organizations.

Gatekeepers, by definition, operate in two cultures. They link these cultures through providing information to their local communities. Perhaps the time has come for librarians to create a partnership with gatekeepers. The objective of the partnership is to increase the public library's effectiveness in reaching ethnic communities.

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APPENDIX 2

APPENDIX 3

Ethnic Population Statistics

TABLE 1

1980 COUNTY POPULATION BY ETHNIC GROUP

	American Indian	Hispanic	Chinese	Japanese	Korean	Total
LA (%)	47,234 (1.97%)	2,076,000 (86.71%)	93,747 (3.91%)	116,543 (4.87%)	60,618 (2.53%)	2,394,142 (100%)
Orange (%)	12,782 (3.70%)	285,900 (82.84%)	14,210 (4.12%)	20,886 (6.05%)	11,339 (3.29%)	345,117 (100%)
San Diego (%)	14,335 (4.61%)	274,100 (88.12%)	7,800 (2.51%)	12,410 (3.99%)	2,394 (0.77%)	311,039 (100%)
Total (100%)	74,351 (2.44%)	2,636,000 (86.42%)	115,757 (3.79%)	149,839 (4.91%)	74,351 (2.44%)	3,050,298 (100%)

SOURCES: U.S. Bureau of the Census, *Census of the Population: 1980*. Washington, D.C.: U.S. Government Printing Office, 1982.

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TABLE 2

1990 ETHNIC POPULATION PROJECTIONS

	American Indian	Hispanic	Chinese	Japanese	Korean	Total
LA (%)	61,957 (1.58%)	3,414,018 (87.31%)	146,334 (3.74%)	147,777 (3.78%)	140,359 (3.59%)	3,910,445 (100%)
Orange (%)	16,766 (2.99%)	469,614 (83.82%)	22,188 (3.96%)	26,483 (4.73%)	25,189 (4.50%)	560,240 (100%)
San Diego (%)	18,829 (3.77%)	447,251 (89.6%)	12,102 (2.42%)	15,736 (3.15%)	5,297 (1.06%)	499,215 (100%)
Total (100%)	97,552 (2.01%)	4,330,883 (87.1%)	180,624 (3.63%)	189,996 (3.82%)	170,845 (3.44%)	3,050,298 (100%)

SOURCES: U.S. Bureau of the Census, Census of the Population: 1980. Washington, D.C.: U.S. Government Printing Office, 1982.

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APPENDIX 3

APPENDIX 4

American Indian Tribal Affiliations Represented in the Study

1. Blackfeet
2. Cherokee
3. Chiricahua Apache
4. Choctaw
5. Creek
6. Cupa
7. Diegueno
8. Gabrielino
9. Kiowa
10. Kumeyaay
11. Lakota
12. Luiseno
13. Mescalero Apache
14. Oto Missouria
15. Pechanga
16. Pima
17. Seneca
18. Yankton Sioux
19. Yaqui

APPENDIX 5

A Brief Description of the Major Categories in the Information-Needs Content-Analysis Scheme

MAJOR CATEGORY	BRIEF DESCRIPTION
Neighborhood	Problems with neighbors, children, dogs in neighborhood, rats in neighborhood, city services, traffic and parking, vacant lots, abandoned cars, noisy airplanes, etc.
Consumer	Problems with product quality, product availability, best product information, service quality, service availability, where to get service information, prices, consumer protection, etc.
Housekeeping and Household Maintenance	Problems with regulations on home improvements, utility service, making repairs, do-it-yourself projects, car repair and operation, etc.
Employment	Problems with getting or keeping a job, changing jobs, on-the-job complaints, job training, unions, etc.
Education and Schooling	Problems with financial aid, adult education services, cost of education, the educational system, parent-teacher relationships, etc.
Health	Problems with mental health, Health insurance, the cost of health care, getting health care, etc.
Transportation	Problems with inadequate bus service, auto insurance, auto financing, road maintenance, inadequate emergency services, etc.
Recreation and Culture	Problems with finding recreational opportunities, lack of supervision at playgrounds, high costs of recreation, etc.
Financial Matters or Assistance	Problems with taxes, getting credit or loans, retirement, investments, handling money, life insurance, etc.

MAJOR CATEGORY	BRIEF DESCRIPTION
Public Assistance and Social Security	Problems with unemployment compensation, social security, food stamps, Medicare, welfare, etc.
Discrimination and Race Relations	Problems with racial tensions, discrimination based on race or sex, etc.
Child Care and Family Relationships	Problems of need for day care, high cost of day care, child behavior, need for someone to talk to about personal problems, etc.
Family Planning and Controlbirth control, etc.	Problems with family planning, Birth
Legal	Problems with legal aspects of marriages, contracts, need for legal services, documents, interpretation of law, etc.
Crime and Safety	Problems with lax law enforcement, crime, drugs, etc.
Immigration, Migration and Mobility	Problems with translation of documents, immigration, American citizenship, being new in area, etc.
Veterans and Military	Problems with veteran's benefits, rights, military service, discharges, etc.
Public Affairs, Political and Miscellaneous	Problems with locating agencies and people, political issues and politicians, general government information, general factual information, travel, religion, news, current events, etc.

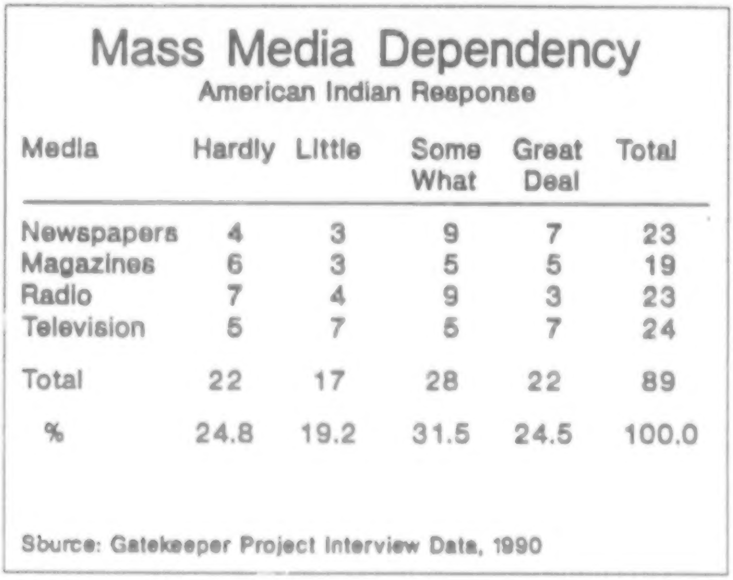
Used with the permission of the American Library Association from:

Dervin, Brenda. "The Everyday Information Needs of the Average Citizen: A Taxonomy for Analysis." In *Information for the Community*, ed. Manfred Kochen and Joseph C. Donohue, 24-25. Chicago: American Library Association, 1976.

APPENDIX 5

APPENDIX 6

Mass Media Dependency Charts



Mass Media Dependency

American Indian Response

Media	Hardly	Little	Some What	Great Deal	Total
Newspapers	4	3	9	7	23
Magazines	6	3	5	5	19
Radio	7	4	9	3	23
Television	5	7	5	7	24
Total	22	17	28	22	89
%	24.8	19.2	31.5	24.5	100.0

Source: Gatekeeper Project Interview Data, 1990

MASS MEDIA DEPENDENCY

Chinese Response

Media	Hardly	Little	Some What	Great Deal	Total
Newspapers	0	1	8	15	24
Magazines	0	7	10	6	23
Radio	1	9	11	3	24
Television	0	7	9	8	24
Total	1	24	38	32	95
%	1.1	25.4	40.1	33.4	100.0

Source: Gatekeeper Project Interview Data, 1990

MASS MEDIA DEPENDENCY

Japanese Response

Media	Hardly	Little	Some What	Great Deal	Total
Newspapers	0	3	9	12	24
Magazines	7	4	10	3	24
Radio	10	5	5	4	24
Television	9	3	9	3	24
Total	26	15	33	22	96
%	27.1	15.6	34.4	22.9	100.0

Source: Gatekeeper Project Interview Data, 1990

APPENDIX 6

Mass Media Dependency

Korean Response

Media	Hardly	Little	Some What	Great Deal	Total
Newspapers	0	3	8	12	23
Magazines	1	3	10	9	23
Radio	8	5	5	3	21
Television	3	5	8	6	22
Total	12	16	31	30	89
%	13.5	18.0	34.8	33.7	100.0

Source: Gatekeeper Project Interview Data, 1990

MASS MEDIA DEPENDENCY

Latino Response

Media	Hardly	Little	Some What	Great Deal	Total
Newspapers	1	1	14	16	32
Magazines	5	6	12	8	31
Radio	3	12	12	6	33
Television	8	5	14	6	33
Total	17	24	52	36	129
%	13.2	18.6	40.3	27.9	100.0

Source: Gatekeeper Project Interview Data, 1990

APPENDIX 6

APPENDIX 7

Information Gatekeepers in California's Ethnic Communities: Project Proposal Outcomes

(1) A major outcome of this project will be to enhance the current level of awareness of public library resources by information gatekeepers in five ethnic communities in Southern California.

(2) Another important outcome will be to help public libraries identify the information gatekeepers in their communities, who may or may not be current users and who may or may not use English as their primary language.

(3) An understanding of the factors related to the information seeking behavior of ethnolinguistic gatekeepers will assist libraries in developing appropriate data gathering techniques for community information needs assessments.

(4) The anticipated model (one of selective dissemination of information for gatekeepers) will continue the public library's vision of service to users while also galvanizing the support of the community information gatekeepers to serve as advocates for enhanced library services.

(5) The project could suggest alternative staffing patterns in public libraries to encourage use by gatekeepers, and to establish formal linkages among gatekeepers. It is possible to envision a team of information providers (reference librarian, community information professional professional and clerical staff member) addressing the information requirements of the gatekeepers.

(6) Utilization and training of culturally diverse interviewers and research assistants from GSLIS and other disciplines will provide these students with direct research in culturally diverse communities.

(7) This project could lay the foundation for the development of workshops and manuals of instruction for librarians concerned with improving information service to these groups.

(8) A secondary and potentially long-term outcome relates to the opportunity to motivate the non-librarian information and referral worker into the library profession.

(9) A series of recommendations for legislators, library administrators, and educators will be provided.

APPENDIX 8

List of Community Directories

Affirmative Action Directory of Ethnic Organizations in San Diego County. 3rd ed. San Diego: Office of Educational Opportunity and Ethnic Affairs, San Diego State University, 1987.

Alatorre, Richard, comp. Community Services Directory. Los Angeles: City of Los Angeles, 1986.

Chinese Community Yellow Pages. Rosemead, CA: Asia System Media, Inc., 1990.

Directions '88: Directory of Health and Human Care Services in San Diego County. San Diego, CA: United Way of San Diego County, 1988.

Directory of the Hispanic Community of the County of Los Angeles. 5th ed. Los Angeles, CA: University of Southern California, 1990.

Francisco Garcia-Ayvens, ed. Ethnic Orange County: An Ethnic Resources Directory. 4th ed. Orange, CA.: Santiago Library System, 1989.

The Japanese Telephone Directory & Guide Southern California. Los Angeles, CA: Japan Publicity, 1990.

Korean Business Directory 1990-1991. Los Angeles: The Korea Central Daily, 1990.

Orange County Demographic Overview. Los Angeles: The Orange County Register, [1988?].

South State Cooperative Library Survey Among Underserved Population Agency Representatives. Downey, CA: South State Cooperative Library System, [1984?].

Umemoto, Karen. Asian Pacific Community Directory of Organizations in Greater Los Angeles. Los Angeles: Asian American Studies Center, University of California, Los Angeles, 1987. (Supplement, Jan. 1988)

APPENDIX 9

July 1990

English Interview Schedule

Information Gatekeepers in California's Ethnic Communities

Initial Telephone Call to Set Up Interview with Gatekeepers

Hello. My name is __________ from UCLA. We are currently conducting a study about the use of information in ethnic communities. Your name was provided by ________________, who identified you as a person who knows your community. We are beginning by asking individuals like yourself, if you would be willing to be interviewed for this project?

YES _____ NO _____

We will need approximately one hour of your time for the interview. Would you prefer that the interview be conducted in English or in Your Native Language: __ Spanish, __ Chinese, __ Japanese, or __ Korean? (Check the appropriate language).

NAME OF INTERVIEWER: ______________________

NAME OF INTERVIEWEE: ______________________

Information Gatekeepers in California's Ethnic Communities

Interview Schedule

Date of Interview: ____________________

I.D.#: ____________________

Time Interview began: ____________________

Location: ____________________

INTRODUCTION:

Hello, I'm ____________________ from UCLA. Thank you again for agreeing to participate in this interview. This interview is confidential. What you say will never be associated with your name. We are interested in getting your honest opinions, so please answer each question by giving your own opinion. If you have any questions or aren't sure what we are asking, please stop and ask us.

I. Characteristics of Information Gatekeepers

(We would like to begin our interview by asking a few questions about ethnicity and then language use).

Ethnic Heritage and Migration Status:

1. Please indicate the ethnic group to which you belong. (READ AND CHECK ONE)

American Indian _______
(Tribal Affiliation(s)):(specify) __________________
Spanish Origin ________ (specify) __________________
Chinese ______________
Japanese ______________
Korean ______________
Other Asian____________ (specify) __________________

2. How do you prefer to identify yourself ethnically? (RECORD VERBATIM)

____

3. Where were you born?

Specify country and state or province: ______________________________

If California, specify city: ____

(IF U.S. BORN, SKIP ONLY Q5 & Q7)----------------------->>>

4. In what country were your parents born?

Father: UNITED STATES ___ OTHER ___________________

Mother: UNITED STATES ___ OTHER ___________________

5. If you were not born in the U.S., when did you come to the United States?

YEAR ____

6. How long have you lived in Southern California?

YEAR(S) __________ MONTHS __________

7. If you were not born in U.S., what is your present citizenship status? (RECORD VERBATIM AND CODE ONE CATEGORY):

Naturalized citizen.......___1
Resident alien............___2
Non-Resident alien........___3
Undocumented immigrant....___4
NR........................___5

8. In what year were you born?

YEAR ______________ (decade is O.K.)

Neighborhood Interaction: Relatives and Friends

9. Do you have any family members (including in-laws) or relatives living in Southern California?

YES ______ NO ______

(IF NO, GO TO Q11)---------------------------------->>>

10. How often would you say that you talk with them?
(READ CATEGORIES AND CODE ONE)

Several times a week............____1
Once a week.....................____2
Less than once a week...........____3
NR..............................____4

11. Think for a moment about your **THREE** best friends or acquaintances in Southern California who are not family members. Do you have them picked out? Good. How many of them are of (your ethnic) background?

NONE ____1 ONE ____2 TWO ____3 THREE ____4 NR ____5

12. How many of these three friends live in your local neighborhood community?

NONE ____1 ONE ____2 TWO ____3 THREE ____4 NR ____5

13. How often would you say you see and talk with them? (CODE ONE)

Several times a week.......____1
Once a week................____2
Less than once a week......____3
NR.........................____4

Language Use:

(**Spoken Language**):

14. HOW MANY languages can you speak?

ONE _____ TWO _____ THREE ______ MORE THAN FOUR _____

Please specify the language(s):

____

____

15. a. Is English your native language? YES ____ NO ____

b. If English is not your native language, WHAT is your native language?

(specify): ____

(IF RESPONDENT CAN SPEAK ENGLISH ONLY or ENGLISH IS HIS/HER NATIVE LANGUAGE, GO TO Q19)-->>>

16. WHICH LANGUAGE do you use most often in work-related situations?

(specify) ____

17. A. WHICH LANGUAGE do you use most often when speaking with friends?

____

B. WHICH LANGUAGE do you use most often when speaking with your family?

____

18. WHICH LANGUAGE would you say that you speak better?

ENGLISH ....___1
YOUR NATIVE LANGUAGE ..___2
BOTH EQUALLY ....___3
OTHER..................___4 : (specify) ___________________________

(Written Language):

19. HOW many languages can you read?

NONE ______ ONE ______ TWO _____ THREE _____ MORE THAN FOUR _____

Please specify the language(s):

____

____

(If English only, ANSWER Q20 and GO TO Q23)-------------->>>

(If NONE, GO TO Q23)------------------------------------>>>

20. How would you rate your reading skill in the(se) language(s)?

(scale) very good...1 good...2 average...3 poor...4

ENGLISH _____________

LANGUAGE 1 _____________ : (specify) ________________

LANGUAGE 2 _____________ : (specify) ________________

LANGUAGE 3 _____________ : (specify) ________________

21. Which language do you feel the most comfortable reading?

____

22. In general, which language do you use most often for reading?

____

23. HOW MANY languages can you write?

NONE _____ ONE ______ TWO _____ THREE _____ MORE THAN FOUR _____

Please specify the language(s):____

____

(IF English only, ANSWER Q24 and GO TO Q27)------->>>

(If NONE, GO TO Q27)------------------------------>>>

24. How would you rate your writing skill in English?

(scale) very good...1 good...2 average...3 poor...4

ENGLISH __________

LANGUAGE 1 __________ : (specify) __________________

LANGUAGE 2 __________ : (specify) __________________

LANGUAGE 3 __________ : (specify) __________________

25. Which language do you feel the most comfortable writing?

____

26. In general, which language do you use most often for writing?

____

Education:

27. What was the last year of school you completed? (VERBATIM)

Specify: ______________________________

28. Since you finished your formal school education for a diploma, have you taken any continuing education classes or programs?

YES ____ NO ____ NR ____

29. IF YES, what were tho(se) class(es) or program(s) about? (VERBATIM)

____

____

____

30. Do you sometimes wish you had more education?

YES ____ NO ____ NR ____

31. IF YES: WHY?

____

____

____

Bilingual Education:

32. How many children do you have?

(RECORD ACTUAL NUMBER) ______ NONE _____

(If NONE, GO TO Q34)---------------------------------->>>

33. Among your children, have any attended a bilingual school program(s)?

YES ___ NO ___ NR ___

34. What do you think of using both English and (ethnic group's language) to teach children in school? -- That is, do you think that Bilingual Education is a:

very good idea.... ____1
good idea..........____2
bad idea...........____3
very bad idea......____4
DK.................____5
NR.................____6

35. What are some of your reasons for thinking that bilingual education in the schools is a (good/bad) idea? (RECORD VERBATIM)

____

____

____

____

____

____

____

____

Employment Status/ Occupation/ Workplace:

36. Are you currently employed?

YES ____ NO ____

37. IF YES:

FULL TIME _____ PART TIME ______

(GO TO Q40)---------------------------->>>

38. IF NO, are you currently looking for a job?

YES _____1 NO _____2 NR ______3

39. If YES, have you contacted any agencies or spoken to any neighborhood people to help you find a job?

YES _____1 NO _____2 NR _____3 (GO TO Q45)---------->>

40. What type of work are of work are you doing now? (VERBATIM)

____

41. How do you usually get to work?

____

42. During what hours do you work?

FROM ___________ TO ___________

43. In connection with your work, is there a lot of reading and writing involved?

YES ______ NO ______ NR _____

44. IF YES, what type?

____

____

Social Organizations and Activities:

(Now I have a few questions about groups and organizations that you might belong to.)

45. Are you now a member of any groups or organizations that meet at regular times, such as a church, social, professional or political group? (Specify):

____

____

(IF RESPONDENT DOES NOT BELONG TO ANY, GO TO Q49)---------->>>

46. What are the languages used most often at the meetings of these organizations? (specify):

____

____

47. Have you ever taken part in forming a new group or organization to try to change situations in your neighborhood or community?

YES ___1 NO ___2 NR ___3

(IF NO, GO TO Q49)-------------------------->>>

48. IF YES: What is the name of that group or organization?

____

____

49. In your opinion, which would you say are the most important organizations in your ethnic community?

____

____

50. Here is a list of public and private organizations. (hand list to respondent) How would you rate them in the ways they treat (your ethnic group)? (CODE FOR EACH ONE)

	VERY GOOD	GOOD	AVERAGE	POOR	DK	NR
A. Radio and T.V. Stations......	/1/	/2/	/3/	/4/	/5/	/6/
B. Schools......................	/1/	/2/	/3/	/4/	/5/	/6/
C. Welfare department...........	/1/	/2/	/3/	/4/	/5/	/6/
D. Police department............	/1/	/2/	/3/	/4/	/5/	/6/
E. Churches.....................	/1/	/2/	/3/	/4/	/5/	/6/
F. Public libraries.............	/1/	/2/	/3/	/4/	/5/	/6/
G. Phone company................	/1/	/2/	/3/	/4/	/5/	/6/
H. Gas company..................	/1/	/2/	/3/	/4/	/5/	/6/
I. Labor Unions.................	/1/	/2/	/3/	/4/	/5/	/6/
J. Hospitals....................	/1/	/2/	/3/	/4/	/5/	/6/
K. Immigration Service..........	/1/	/2/	/3/	/4/	/5/	/6/

51. Have you personally had any good or bad experiences with any of these groups?

YES _______ NO _______

IF YES, SPECIFY (VERBATIM) ______________________________

____

____

____

____

____

____

Collect List.

LIST OF ORGANIZATIONS

	VERY GOOD	GOOD	AVERAGE	POOR	DK	NR
A. Radio and T.V. Stations......	/1/	/2/	/3/	/4/	/5/	/6/
B. Schools......................	/1/	/2/	/3/	/4/	/5/	/6/
C. Welfare department...........	/1/	/2/	/3/	/4/	/5/	/6/
D. Police department............	/1/	/2/	/3/	/4/	/5/	/6/
E. Churches.....................	/1/	/2/	/3/	/4/	/5/	/6/
F. Public libraries.............	/1/	/2/	/3/	/4/	/5/	/6/
G. Phone company................	/1/	/2/	/3/	/4/	/5/	/6/
H. Gas company..................	/1/	/2/	/3/	/4/	/5/	/6/
I. Labor Unions.................	/1/	/2/	/3/	/4/	/5/	/6/
J. Hospitals....................	/1/	/2/	/3/	/4/	/5/	/6/
K. Immigration Service..........	/1/	/2/	/3/	/4/	/5/	/6/

II. Information Seeking Behavior of Gatekeepers

52. A lot of people use the term 'information' to mean different things. What does the term "information" mean to you? (VERBATIM) (PROBE)

(As I explained earlier, the main purpose of this study is to look at the role of people, like yourself, who provide information to help other people, answer questions, or solve problems. We call these people Information Gatekeepers).

53. Based on this definition, do you consider yourself an Information Gatekeeper?

YES________ NO________ DK ________ NR ________

54. If YES, please specify the reasons:

____

____

____

____

____

____

____

____

55. If NO, why not?

____

____

____

____

____

____

____

____

II-A. Information Needs of Gatekeepers

56. Thinking back over the last few months, have you helped someone who needed your help?

YES _______ NO _______ NR _______

(IF NO, GO TO Q60) ------------------------>>>

57. If YES, what kind of problem did the person(s) have? (VERBATIM)

58. When you helped the person(s), did you provide information or make a referral to solve the person(s)'s problem?

YES ______ NO ______ NR ______

59. If YES, please describe what kind of information you provided or what kind of referral you made: (VERBATIM)

60. So far we have been discussing situations involving information needs of others. Now think of a real life situation, in which you needed information for your own problem-solving. For example, you might have needed the list of city council members or bi-lingual education programs. Do you have something in mind? What is it? (VERBATIM)

61. Where did you go to get the necessary information? (VERBATIM)

II-B. Use of Information Sources by Gatekeepers

(Print out on a card and give to them)

62. Here is a list of sources of information. Please tell me if you have used them, and if they were helpful to you in providing information over the last few months.

(READ EACH ITEM)

	USEFUL	NOT-USEFUL	NEVER-USED
Ethnic Community directories	1	2	3
Telephone book	1	2	3
Periodicals (Newspaper or magazine)	1	2	3
Books	1	2	3
Mass Media (TV or radio)	1	2	3
Public Library	1	2	3
Acquaintances (Friend, neighbor or co-worker)	1	2	3
Professionals (Doctor or lawyer)	1	2	3
Ethnic community service agencies	1	2	3
General social service agencies	1	2	3
Religious organizations (Church or temple)	1	2	3
Political organizations (Party or councilman)	1	2	3
Government agencies (local, state or federal)	1	2	3
Business associations	1	2	3
Labor Unions	1	2	3
*Private information service agencies	1	2	3

Other ______________________________

* refers to an organization or person that charges fees for providing information service.

LIST OF INFORMATION SOURCES

	USEFUL	NOT-USEFUL	NEVER-USED
Ethnic Community directories	1	2	3
Telephone book	1	2	3
Periodicals (Newspaper or magazine)	1	2	3
Books	1	2	3
Mass Media (TV or radio)	1	2	3
Public Library	1	2	3
Acquaintances (Friend, neighbor or co-worker)	1	2	3
Professionals (Doctor or lawyer)	1	2	3
Ethnic community service agencies	1	2	3
General social service agencies	1	2	3
Religious organizations (Church or temple)	1	2	3
Political organizations (Party or councilman)	1	2	3
Government agencies (local, state or federal)	1	2	3
Business associations	1	2	3
Labor Unions	1	2	3
*Private information service agencies	1	2	3

Other ______________________________

* refers to an organization or person that charges fees for providing information service.

63. Which of these sources do you consider the most useful for providing people with information? (VERBATIM)

____

64. Imagine that you need information to help or advise someone else regarding social problems such as AIDS. Where would you go to get the information? Select two only: (VERBATIM)

____

65. Now imagine that you need information to help or advise someone else regarding immigration status. Where would you go to get the information? (EXCLUDING INS). Select only two. (VERBATIM) Collect list after response.

____

66. Is the organization or person in your home neighborhood, work neighborhood or outside? [If home & work neighborhood are the same, check both]

Home neighborhood ...1
Work neighborhood ...2
Both 3
Other (specify)......4 ____________________

67. One of the ways in which some ethnic communities assist people like yourself in providing all types of information is to create an Information Center. What is your opinion regarding the establishment of an (your ethnic group) Information Center? (VERBATIM)

____

____

____

____

(If Respondent said 'not a good idea' or 'not necessary,' GO TO Q70)
-->>>

68. If you think such an Information Center is a good idea, what do you think is the best location for the (your ethnic community) Information Center?

Within the public library.......... ____
Within an academic institution..... ____
Within a community agency.......... ____
Should be an independent agency.... ____
Others(specify)________________________

69. How should the Information Center be financed? (VERBATIM)

Use of Printed Sources:

A lot of people use printed materials for information. Now we are going to consider the use of different types of printed materials and of your reading habits.

70. Have you ever used printed materials as sources to provide others with information?

YES _____ NO _____ DK _____ NR _____

(IF NO, GO TO Q72)------------------------>>>

71. If YES, what type of materials were they? (VERBATIM)

72. Would you say that you read:

A great deal..............1
Some......................2
A little..................3
Rarely....................4
NR........................5

73. Did your parents or other relatives read to you at home when you were a child?

YES, they read to me at home..................1
NO, they did not read to me at home...........2
DK..3
NR..4

74. Approximately how many books do you read or look over in a month?

_______(RECORD ACTUAL NUMBER) NONE ______

75. Approximately how many books do you own, counting paperbacks: (CODE ONE)

NONE ___1   1-10 Books ___2   11-49 Books ___3
50-99 Books ___4   100-199 Books ___5   More than 200 ___6
NR ___7

76. Where do you get your books or reading materials? Please specify (VERBATIM):

____

77. Which do you read most often? (CIRCLE ONE CODE)

Newspapers..............1
Magazines...............2
Books...................3
Others..................4 (specify) ______________________

(Use of Newspapers and Magazines)

78. Do you read any English language newspapers?

YES _______ NO ________ NR _______

(IF NO, GO TO Q81) ----------------------------------->>>

79. IF YES, how often do you read the(se) English newspaper(s)?

Everyday ....___1
A few days a week.... ___2
Once a week.......... ___3
Irregularly.......... ___4

80. Please list the names:

____

____

81. Do you read any non-English newspapers?

YES _________ NO __________ NR _________

(IF NO, GO TO Q85) ------------------------------->>>

82. If YES, how often do you read the(se) non-English newspaper(s)?
Everyday .... ___1
A few days a week .... ___2
Once a week .... ___3
Irregularly............... ___4

83. Please list the names and languages of those newspapers:

1. NAME ______________________________

LANGUAGE ____________

2. NAME ______________________________

LANGUAGE ____________

84. In general, in which language would you say that you prefer to read the newspaper? (VERBATIM)

____

85. How much would you say that you depend upon Newspaper(s) to get information that you need?

A lot ....___1
Somewhat.............___2
A little.............___3
Hardly at all ....___4
DK ....___5
NR ....___6

86. Do you read magazines regularly? (By regularly we mean all or most every issue)?

YES _____ NO _____ NR _____

87. If YES, please list the names and languages:

1. NAME ______________________________

LANGUAGE ______________________________

2. NAME ______________________________

LANGUAGE ______________________________

88. How much would you say that you depend upon magazines to get information that you need?

A lot..................___1
Somewhat...............___2
A little...............___3
Hardly at all..........___4
DK.....................___5
NR.....................___6

Use of Mass Media:

(Radio Use):

89. How often do you listen to the radio? Please specify (VERBATIM):

____

90. What is your favorite type of program(s)? Please specify (VERBATIM):

____

____

____

91. Do you listen to any non-English radio programs?

YES ________ NO ________ NR ________

(IF NO, GO TO Q 94) ---------------------------------->>>

92. If YES, please specify:

____

____

93. In general, in which language would you say that you prefer to listen radio? (VERBATIM)

____

94. How much would you say that you depend on the radio to get information that you need?

A LOT........... ___1
SOMEWHAT........ ___2
A LITTLE .... ___3
HARDLY AT ALL... ___4
DK.............. ___5
NR .... ___6

(Television Use):

95. How often do you watch T.V.?

Every day..............___1
A few days a week......___2
Once a week............___3
Irregularly........... ___4
Never..................___5

96. What are your favorite T.V. program(s)? (VERBATIM)

____

____

97. Do you watch any non-English T.V. programs?

YES _______ NO _______ NR _______

(IF NO, GO TO Q100) ---------------------------------->>>

98. If YES, please specify: (VERBATIM)

____

____

99. In general, in which language would you say that you watch more television programs?

MORE (NATIVE LANGUAGE) 1
MORE ENGLISH LANGUAGE 2
ABOUT SAME 3
OTHER LANGUAGE 4
(specify) ___________________________

100. How much would you say that you depend upon T.V. to get information that you need?

A LOT............ ___1
SOMEWHAT......... ___2
A LITTLE......... ___3
HARDLY AT ALL.... ___4
DK............... ___5
NR............... ___6

(Use of Information Technologies):

101. In sum, how many telephones do you have (in your home, office or car)?

NUMBER _______ NONE_______ NR _______

102. Thinking back over the last month, did you receive any phone calls from people asking for any type of help or information?

YES _____ NO _______ NR ______

(IF NO, GO TO Q106)-------------------------->>>

103. IF YES: How often do you receive such calls?

__________ # per day

104. During which hours did you receive such calls?

___ 8am-11am ___ 11am-2pm ___ 2pm-5pm ___after 5pm

105. Describe a typical telephone information request:

____

____

106. At your home or office, do you have any of the following? (check all that apply)

Computer with a MODEM.........1
Computer without a MODEM......2
Answering machine.............3
FAX...........................4
CD ROM........................5

107. If you answer YES to (1) or (2), for what purpose is the computer utilized? (VERBATIM)

____

____

____

108. Have you ever used computerized databases to get any type of information?

YES ____ NO ____ NR ____ DK ____

109. If YES:

A. What type of information? (VERBATIM)

____

____

____

____

B. Were you assisted or did you do it on your own?

____

____

____

____

(Use of Public Library):

You have been very patient and we are almost finished. Now, we have a few questions about the public library.

110. Have you gone to public library for a book or some type of help within the last year?

YES ___ NO ___ NR ___

(IF NO, GO TO Q115) ------------------------------>>>

111. About how many times have you actually been to a public library in the past year?

____________(RECORD ACTUAL NUMBER) NR______

112. Which public library or other libraries have you used in the past year?

	NAME	LOCATION
1.	____________________________	________________________
2.	____________________________	________________________

113. Thinking about the last time you used the public library, was the book or help you got from the library really what you wanted?

YES ___ NO ___ NR ___

114. In the past year, did you use the help of any librarian in getting the book or help you needed?

YES ___ NO ___ NR ___

115. In the past year, have you recommended the library to any of your friends or acquaintances?

YES ___ NO ___ NR ___

116. I am going to read you a list of reasons people sometimes give for NOT using the public library very often. Do any of these apply to you? (CIRCLE AS MANY REASONS AS APPLY TO YOU) (CODE FOR EACH ONE)

Too far away from home.......1
Don't know how to use it.....2
I buy everything I read......3
I don't have the time........4
I'm concerned I will lose
the library books............5
I don't like to read.........6
Library does not have enough
materials in my native
language.....................7

Anything else?

117. Here are a list of reasons why people sometimes go to the public library. Which apply to you? (read each item and circle appropriate code)

1. To meet friends
2. To take children there
3. To borrow books
4. To ask for some information
5. To read a magazine
6. To read a newspaper
7. To see a movie
8. To borrow or listen to records
9. To see an exhibit
10. To go to a lecture or program
11. To tour the library
12. To study there

118. Thinking back over the last time when you needed any type of information that could have been provided by the library, is there a reason why you did not use the library? (VERBATIM)

119. What suggestions do you have for the library to improve the value of its services? (VERBATIM)

120. And finally, we are interested in other members of the community which we define as non-institutionally based gatekeepers. That is "a person like yourself who is active in the community and who helps other community members gain access to the resources needed to help solve problems." BUT differently from you, they must not be employed (paid) to provide this type of help. However, such a person could be a member of a voluntary organization, but may NOT be an officer of that organization. Examples would be a local grocery store owner or a salesman to whom people go for information on different subjects.

A. Please give us the name & phone number of such persons.

B. If I contact this(ese) person(s) for the second part of our project, may I use your name as a reference?

YES _______ NO _______

Well, we have finished the interview. Please remember this interview is confidential. Thank you very much for your time. When our study is complete, we will send you a summary report, which we hope will be useful to you.

INTERVIEWER FILLS IN BELOW

Response's SEX: MALE ____1 FEMALE ___2

TIME INTERVIEW ENDED ________________________

IN WHICH LANGUAGE WAS THE INTERVIEW CONDUCTED? ______________________________

IF THERE WAS ANYTHING UNUSUAL ABOUT THE INTERVIEW SITUATION WHICH YOU THINK AFFECTED THE RESPONDENT'S ANSWERS, TELL US ABOUT IT HERE.

APPENDIX 10

Chinese Interview Schedule

1990年7月

加州民族社區信息門衛

與門衛們約定採訪的最初電話

嗨，我是UCLA(洛杉磯加大)的________________。目前我們正在進行一項有關民族社區裡信息使用情況的研究。你的名字是由________________提供的，他認爲你了解社區裡的情況。請問你是否願意接受這個課題的採訪？

是_____ 否_____

這個採訪需要大概一個鐘頭的時間。你希望用英文還是中文來做它？

採訪者姓名____________________________________

被訪者姓名____________________________________

採 訪 程 序

採訪日期：________________________________

證　　號：________________________________

採訪開始時間：____________________________

地　　點：________________________________

介紹：

你好！我是UCLA（洛杉磯加大）的 ______________ 。再次感謝你同意這次採訪。這個採訪是完全保密的。你所說的一切都不會與你的名字有關。我們非常想得到你眞實的想法，所以請如實地回答每一個問題。如果你有任何問題或不明白我的提問，請隨時停下來問我們。

I．信息門衛的特徵

（首先我們想問幾個有關民族和語言的問題）

民族血統和移民身份

1.請指出你是屬於哪個民族的？

美國印地安人 ____________________

(部落)：(請指明) ____________________

西班牙裔 ________ (請指明) ____________________

中國人 ____________

日本人 ____________

朝鮮人 ____________

其他亞裔人 ________ (請指明) ____________________

2.你喜歡把自己稱做什麼人？

____

3.你出生於何地？

指明出生的國家、州或省份 ____________________

如是加州，指明城市 ____________________

(如生於美國，忽略第5和第7題)

4.你的父母生於哪個國家？

父親：美國 ________ 其它 ________

母親：美國 ________ 其它 ________

5.如你不是生於美國，何時來到美國的？

____________ 年

6.你在加州住了多久了？

________ 年 ________ 月

7.如果你不是出生於美國，那你現在的身份是什麼？

美國公民 ________ 1

外籍居民 ________ 2

外籍非居民 ______ 3

非正式移民_____ 4

沒有回答________ 5

8.你生於哪一年？

________ 年

鄰里交往：親戚和朋友

9.你有任何家人和親戚住在南加州嗎？

是 ______ 否 ______

(如否，回答第11題)

10.你通常多久和他們交談一次？

一周幾次______ 1

一周一次______ 2

少於一周一次______ 3

沒有回答______ 4

11.請想出三個你在南加州除家人外的三個最好的朋友或同事。想好了嗎？

好，他們中有幾個是中國人？

沒有____ 1　一個____ 2　二個____ 3　三個____ 4　沒有回答____ 5

12.他們三人中有幾個是住在你同一個居住區的？

沒有____ 1　一個____ 2　二個____ 3　三個____ 4　沒有回答____ 5

13.你多久和他們見面并交談一次？

一周幾次______ 1

一周一次______ 2

少於一周一次______ 3

沒有回答______ 4

語言的使用

(口語)

14.你能說幾種語言？

一______ 二_______ 三 ______ 多於四種 _________

請說明是哪些語言：

____

15.a.英語是你的母語嗎？ 是_______ 否 ____________

b.如果英語不是你的母語，那麼什麼是你的母語？

說明：_______________________________________

(如果答卷人只會說英語，或英語是他(她)的母語的話，回答19題)

16.在於工作有關的情形下，你哪種語言使用得最多？

(說明) ____

17.A.在你和朋友交談時，哪種語言使用得最多？

____

B.當你和家人交談時，哪種語言使用得最多？

____

18.你哪種語言說得更好？

英語 _____________ 1

你的母語_________ 2

二者一樣_________ 3

其他 _____________ 4 (說明)_____________________

(書面語)

19.你能閱讀幾種語言？

沒有_____ 一種_____ 二種_____ 三種_____ 四種以上______

請說明是哪些語言？

____

(如只是英語，回答20題接23題)

(如沒有，直接回答23題)

20.你如何評估自己在這些語言上的閱讀技巧？

很好_____ 1　好_____ 2　一般_____3　差_____ 4

英語 ___________

語言 1 ________ (說明) ______________________________

語言 2 ________ (說明) ______________________________

語言 3 ________ (說明) ______________________________

21.你覺得用哪種語言閱讀最舒服？

____

22.總的來說，你用哪種語言閱讀得最多？

____

23.你能書寫幾種語言？

沒有____　一種____　二種 ____　三種 ____　四種以上____

請說明是哪些語言 _____________________________________

(如只是英語，回答24題接27題)

(如沒有，直接回答27題)

24.你如何評估自己的寫作水平？

很好_____ 1　好_____ 2　一般_____ 3　差_____ 4

英語 ___________

語言 1 ________ (說明)

語言 2 ________ (說明)

語言 3 ________ (說明)

25.你覺得用哪種語言書寫最舒服？

____

26.總的來說，你用哪種語言寫作得最多？

____

教育：

27.你所完成的最後一年學校是什麼？

說明：____

28.自從你完成了正式的學業得，你又選修過任何其它的課程或進修項目嗎？

是_____ 否______ 沒有回答______

29.如是的話，都是一些關於什麼的課程？

____

____

____

30.你有時會希望你有更多的教育嗎？

是_____ 否_____ 沒有回答_____

31.如是的話，爲什麼？

____

____

____

雙語教育：

32.你有幾個孩子？

_____個　　沒有_____

(如沒有，回答34題)

33.在你的孩子中，有任何參加過雙語教學計劃嗎？

是_____　否_____　沒有回答_______

34.你怎樣認爲在學校裡同時用英文和中文敎孩子？

_____ 也就是說，你認爲雙語敎學是一個：

非常好的主意_____ 1

好主意 __________ 2

壞主意 __________ 3

很壞的主意 _______ 4

沒有回答_________ 5

35.你爲什麼認爲雙語敎學是一個好／壞主意？

____

____

____

雇傭身份／職業／工作地點：

36.你現在是否有工作？

是______ 否______

37.如是的話：

全時______ 臨時 ______

(回答40題)

38.如否的話，你正在找工作嗎？

是______ 1 否______ 2 沒有回答______ 3

39.如果你正在找工作的話，你是否接觸過任何的代理機構或與你周圍的人說過幫你找工作？

是______ 否 ______ 沒有回答 ________

(回答45題)

40.你現在正在做什麼工作？

____

41.你通常是怎樣去上班的？

____

42.估工作的時間是：

從______ 到 ________

43.與你工作有關的閱讀和寫作是否很多？

是______ 否______ 沒有回答________

44.如是的話，都有哪些？

____

社會組織和活動：

(現在我有幾個問題有關你可能所屬的團體或組織)

45.你現在是任何一個定期聚會的團體或組織的成員嗎？例如敎會、社會的、職業的或政治團體？(請說明)：

____

____

(如答卷人不屬於任何組織的話，回答49題)

46.在這些組織的聚會上最常用的語言是什麼？(說明)：

____

____

47.你參予組建過新的團體或組織來改變你的鄰里或社區嗎？

是______ 否______ 沒有回答________

(如否，回答49題)

48.如是的話，那個組織或團體的名稱是什麼？

____

____

49.你認爲，在你民族的社區裡，哪些組織是最重要的？

____

____

____

50.這有一個公共或私人組織的名單，你怎樣評價他們對待中國人的態度？

	很好	好	一般	差	不知道	沒有回答
A.廣播和電視台	1	2	3	4	5	6
B.學校	1	2	3	4	5	6
C.社會福利局	1	2	3	4	5	6
D.警察局	1	2	3	4	5	6
E.敎會	1	2	3	4	5	6
F.公共圖書館	1	2	3	4	5	6
G.電話公司	1	2	3	4	5	6
H.煤氣公司	1	2	3	4	5	6

I.工會	1	2	3	4	5	6
J.醫院	1	2	3	4	5	6
K.移民局	1	2	3	4	5	6

51.你個人與任何這些團體有過任何好的或壞的經歷嗎？

是_______ 否________

如是的話，請說明：

____

____

____

____

Ⅱ.門衛尋求信息的途徑

52.許多人用“信息”一詞來表達不同的意思，對於你來說，“信息”這個詞意味著什麼？

（ 正如我以前解釋的，這項研究的主要目的就是看一下像你這樣給別人提供信息，幫助別人回答或解決問題的人們所起的作用。我們把這些人稱做信息門衛。 ）

53.基於這個定義，你認爲你自己是一個信息門衛嗎？

是_____ 否______ 不知道_____ 沒有回答______

54.如是的話，請說明原因：

____

____

____

____

55.如不是，爲什麼？

____

____

____

Ⅱ－A　門衛的信息需求

56.回想一下過去的幾個月裡，你是否幫助過需要你幫助的人？

是_____　否_____　沒有回答_______

(如是，回答60題)

57.如是的話，他們都有些什麼樣的問題？

58.當你提供幫助的時候，你是否提供信息或推荐來解決他(她)的問題？

是_____　否_____　沒有回答______

59.如是的話，請描述一下你所提供的信息或推荐：

60.到目前爲止，我們討論的都是別人信息需求的情況。現在回想一下在現實生活中，你也需要信息來解決自己的問題。例如，你可能會需要市政議員的名單或雙語教學的計劃。你現在能想起來一些嗎？都是什麼？

61.你都去了些什麼地方來獲得所需要的信息？

Ⅱ－B 門衛信息來源的使用

62.這有一個信息來源的名單。請告訴我你是否在過去的幾個月裡使用過它們，在提供信息方面它們是否對你有幫助。

	有用	無用	沒有用過
民族社區指南	1	2	3
電話簿	1	2	3
期刊(報紙或雜誌)	1	2	3
書	1	2	3
大衆傳播媒介(電視或廣播)	1	2	3
公共圖書館	1	2	3
同事(朋友、鄰居或同事)	1	2	3
職業人員(醫生或律師)	1	2	3
民族社區裡的服務機構	1	2	3
一般的社會服務機構	1	2	3
宗教組織(教會或教堂)	1	2	3
政治組織(黨派或議員)	1	2	3
政府機關(地區、州或聯幫)	1	2	3
工作協會	1	2	3
工會	1	2	3
私人信息服務機構	1	2	3

其它 ____

63.在給人們提供信息方面，你認爲哪些來源是最有用的？

64.設想你現在需要信息來幫助另外一個人解決諸如愛滋病之類的社會問題。你會去哪裡取得信息？只選擇二個：

65.現在設想你需要信息來幫助另外一個人解決移民身份的問題，你會去哪裡獲得信息？(不包括移民局)。只選擇二個：

____

66.這個組織或個人是在你居住區裡，工作區裡還是在外面？

居住區 __________ 1
工作區 __________ 2
二者兼之 ________ 3
其它 ____________ 4 (說明) ______________________

67.有一些民族社區幫助人們提供各種信息的方法之一就是建立一個信息中心，你是怎樣認爲建立一個中國人信息中心的？

____

____

____

____

(如答卷人回答說“不是一個好主意”或“不需要”，回答70題)

68.如果你認爲這樣一個信息中心是一個好主意，那麼你覺得中國人信息中心最好應該設在什麼地方？

在公共圖書館內 ________________
在一個學術機構裡 ______________
在一個社區代理機關裡 __________
應該是一個獨立的機構 __________
其它(請說明) __________________________________

69.這個信息中心的經濟來源應是怎樣的？

____

____

____

印刷來源的使用：

許多人在信息方面使用印刷材料，現在我們將考慮不同種類印刷材料的使用和你的閱讀習慣。

70.你曾經使用過印刷材料作爲給別人提供信息的來源嗎？

是______ 否______ 不知道______ 沒有回答______

(如否，回答72題)

71.如是的話，都是一些什麼材料？

____

____

____

72.你會說你閱讀：

很多 __________	1
一些 __________	2
很少 __________	3
幾乎不 ________	4
沒有回答_______	5

73.在你小的時候，你父母或其他親戚在家給你讀書嗎？

是 __________

否 __________

不知道 ________

沒有回答_______

74.在一個月裡你閱讀或翻看過的書有幾本？

_____ 本 沒有______

75.你大約擁有多少本書，包括平裝書在內？

沒有________	1	1-10本 ________	2	11-49本 ________	3
50-99本______	4	100-199本______	5	200本以上_______	6
沒有回答_____	7				

76.你從哪裡得到這些書或閱讀材料的？請說明：

____

77.你什麼讀得最多？(選一個)

報紙 ____________ 1

雜誌 ____________ 2

書 ______________ 3

其它 ____________ 4(說明)______________________________

(報紙和雜誌的使用)

78.你閱讀英文報紙嗎？

是_____ 否_____ 沒有回答 _______

(如否，回答81題)

79.如是的話，你通常多久讀一次英文報紙？

每天 ____________ 1

一周幾次_________ 2

一周一次_________ 3

不規則地_________ 4

80.請列出名稱：

____

81.你閱讀非英文報紙嗎？

是______ 否______ 沒有回答 ________

(如否，回答85題)

82.如是的話，你多久讀一次非英文報紙？

每天 ____________ 1

一周幾次_________ 2

一周一次_________ 3

不規則地_________ 4

83.請列出這些報紙的名稱和語言：

(1) 名稱 ______________________________________

語言 ______________________________________

(2) 名稱 ______________________________________

語言 ______________________________________

84.總的來說，你喜歡用哪種語言閱讀報紙？

____

85.你覺得你在多大程度上依靠報紙來獲得所需的信息？

很多 __________ 1
一些 __________ 2
有點 __________ 3
幾乎不 __________ 4
不知道 __________ 5
沒有回答__________ 6

86.你定期閱讀雜誌嗎？

是_____　否_____　沒有回答________

87.如是的話，請列出名稱和語言：

(1) 名稱 ______________________________
　　語言 ______________________________
(2) 名稱 ______________________________
　　語言 ______________________________

88.你覺得你在多大程度上依靠雜誌來獲得所需要的信息？

很多 __________ 1
一些 __________ 2
有點 __________ 3
幾乎不 __________ 4
不知道 __________ 5
沒有回答__________ 6

大眾傳播媒介的使用：

(收音機的使用)：

89.你多久聽一次收音機？請說明：

____

____

90.你最喜歡的節目是什麼？請說明：

____

____

____

91.你收聽非英文廣播節目嗎？

是______ 否______ 不知道______

(如否，回答94題)

92.如是，請說明：

____

____

93.總的來說，你喜歡收聽哪種語言的廣播？

____

94.你覺得你在多大程度上依靠收音機來獲得所需的信息？

很多 ____________ 1
一些 ____________ 2
一點 ____________ 3
幾乎不 __________ 4
不知道 __________ 5
沒有回答_________ 6

(電視的使用)：

95.你多久看一次電視？

每天 ____________ 1
一周幾次_________ 2
一周一次_________ 3
不規律地_________ 4
從不 ____________ 5

96.你最喜歡的電視節目是什麼？

____

97.你收看非英文電視節目嗎？

是______ 否______ 沒有回答________

(如否，回答100題)

98.如是，請說明：

____

99.總的來說，你收看哪種語言的電視節目更多？

中文 ____________ 1
英文 ____________ 2
差不多一樣 _______ 3
其它語言_________ 5 (說明) __________________________________

100.你覺得你在多大程度上依靠電視來獲得所需的信息？

很多 ____________ 1
一些 ____________ 2
一點 ____________ 3
幾乎不 __________ 4
不知道 __________ 5
沒有回答_________ 6

(信息技術的使用)：

101.你共有多少部電話(在家裡、辦公室或車裡)？

______ 部 沒有______ 沒有回答 _______

102.回想一下過去的一個月裡，你收到過任何別人要求幫助或詢問信息的電話嗎？

是______ 否______ 沒有回答_______

(如否，回答106題)

103.如是的話，你多久收到一次這種電話？

一天_____次

104.都是什麼時間收到這種電話的？

___上午8-11點 ___上午11-下午2點 ___ 下午2-5點 ___ 5點以後

105.請描述一個典型的電話信息詢問：

____

106 在辦公室或家裡，你有下列這些嗎？

帶modem的電腦______ 1

不帶modem的電腦_____ 2

電話回答機_________ 3

電傳 ______________ 4

CD ROM ____________ 5

107.如果對(1)或(2)回答是，那麼你用電腦的目的是什麼？

____

____

____

108.你用過電腦數據庫來獲得任何信息嗎？

是_____ 否_____ 不知道_____ 沒有回答_______

109.如是的話：

A.哪種信息？

____

____

____

B.你是有人幫助還是自己做的？

____

____

____

(公用圖書館的使用)：

你一直很耐心，我們也快要結束了，現在我有幾個有關公共圖書館的問題。

110.在去年裡，你去過公共圖書館借書或尋求幫助嗎？

是______ 否______ 沒有回答_______

(如否，回答115題)

111.在去年裡你大概去過幾次公共圖書館？

_____ 次　　沒有回答 ______

112.在去年裡你使用過哪些公共圖書館或其它圖書館？

名稱　　　　　　　　　　地點

(1) ________________________　　______________________________

(2) ________________________　　______________________________

113.回想一下你上次去圖書館時，從圖書館裡得到的書或幫助確實是你想要的嗎？

是 _____　否 _____　沒有回答 ______

114.去年裡你得到過任何圖書管理員的幫助來獲得你所需要的書或幫助嗎？

是 _____　否 _____　沒有回答 ______

115.去年裡，你向朋友或同事推荐過那個圖書館嗎？

是 _____　否 _____　沒有回答 ______

116.下面我將給你讀一下人們不常用公共圖書館的原因，這些對你適用嗎？

離家太遠 ______________________________ 1

不知道怎樣使用它 ______________________ 2

我買我所閱讀的一切 ____________________ 3

沒有時間 ______________________________ 4

我怕會把圖書館的書弄丟 ________________ 5

我不喜歡閱讀 __________________________ 6

圖書館裡沒有足夠的我的本族語的材料 _____ 7

還有其它原因嗎？

____

____

117.這有一些人們去圖書館的原因。哪些對你適用？

(1)去會朋友

(2)帶孩子去那兒

(3)借書

(4)詢問信息

(5)讀雜誌

(6)讀報紙
(7)看電影
(8)借或聽錄音
(9)看展覽
(10)參加講座或一個節目
(11)遊覽圖書館
(12)去學習

118.回想一下上次當你需要從圖書館裡得到它所能提供的信息時，是否有什麼原因使你沒有使用圖書館？

____

____

____

119.你對如何改善圖書館的服務有什麼建議？

____

____

____

120.最後，我們對被稱之爲非正式門衛的社區裡的其他成員感興趣。也就是“像你一樣在社區裡很活躍，幫助其他成員使用各種來源來解決問題的人”。但與你不同的是，他們不能是受雇或拿薪水來提供這種幫助的。然而，這人可以是一個自願組織的成員，但不能是那個組織裡的領導。例如一個人們前去詢問有關各種事情的消息的當地雜貨店店主或推銷員。

A.請告訴我們這些人的名字和電話號碼

B.如果就我們課題的第二部份我與這些人接觸的話，我可以用你的名字作爲參考嗎？

是＿＿＿＿ 否＿＿＿＿

APPENDIX 11

Japanese Interview Schedule

１９９０年７月

カリフォルニア州内少数民族コミュニティーの インフォメーション・モニター（情報統制者）

インタビューの日付を取り決めるための電話内容

こんにちは。私はＵＣＬＡの__________________です。私達は今、少数民族コミュニティーに関する情報の利用方法について調査を行っています。あなたのお名前は、所属するコミュニティーについて知識がある人物として__________________さんから紹介されました。まず、このプロジェクトのインタビューに応じていただけるかどうかをお尋ねしたいと思います。

はい_______　いいえ_______

インタビューには、約１時間を要します。あなたは、このインタビューを英語で行うことを希望されますか、それとも、____スペイン語、____中国語、____日本語、または____韓国語で行うことを希望されますか？（該当する外国語に印をつけて下さい。）

インタビュー質問者：_______________

インタビュー回答者：_______________

カリフォルニア州内少数民族コミュニティーの
インフォメーション・モニター（情報統制者）

インタビューの日程

インタビュー日：＿＿＿＿＿＿＿＿＿＿
ＩＤ番号：＿＿＿＿＿＿＿＿＿＿＿＿＿
インタビュー開始時間：＿＿＿＿＿＿
場所：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

はじめに：

こんにちは。私はＵＣＬＡの＿＿＿＿＿＿＿＿＿＿＿＿です。インタビューにご協力いただき、ありがとうございます。このインタビューは秘密厳守ですので、あなたの回答内容が名前と共に公開されることは決してありません。私達は、あなたの正直な回答を期待しておりますので、各質問にはあなた自身の意見を述べて下さい。もし質問内容に疑問があったり不明確である場合は、そのまま続けずに遠慮なくお尋ね下さい。

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I．回答者（情報統制者）の概略

（はじめに、あなたの民族性についていくつか質問し、それから使用言語についてお尋ねすることからインタビューを始めさせて頂きます。）

民族性及び移民ステータス：

1．あなたは次のどの民族に属しますか。（いずれかに印をつける）

アメリカ・インディアン＿＿＿＿
（所属部族名）＿＿＿＿＿＿＿＿＿＿
スペイン系＿＿＿＿＿＿＿＿＿＿（国名）＿＿＿＿＿＿＿＿＿＿
中国人＿＿＿＿＿＿＿＿＿＿
日本人＿＿＿＿＿＿＿＿＿＿
韓国人＿＿＿＿＿＿＿＿＿＿
その他のアジア人＿＿＿＿＿＿＿（国名）＿＿＿＿＿＿＿＿＿＿

2．あなたは民族的特徴を、自分でどのように表現するのが好ましいと思いますか？（書き記して下さい）

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

3．あなたはどこで生まれましたか？
国名、州名または都道府県名：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
カリフォルニア州であれば、市の名前：＿＿＿＿＿＿＿＿＿＿＿＿＿＿

（米国出生者の場合、質問５と７は不要）－－－－－－－－－＞＞＞

4．あなたの両親はどの国で生まれましたか？
父親：　米国＿＿　その他の国＿＿＿＿＿＿＿＿＿＿＿＿＿＿
母親：　米国＿＿　その他の国＿＿＿＿＿＿＿＿＿＿＿＿＿＿

5．米国で生まれなかったのであれば、いつ米国に来ましたか？
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿年

６．南カリフォルニア州に住んでどのくらいたちますか？

＿＿＿＿＿＿＿＿＿＿年　＿＿＿＿＿＿＿＿＿＿＿ヶ月

７．米国で生まれなかったのであれば、あなたの今の移民ステータスは次のうちどれですか？

（いずれか１つに印をつける）

市民権．．．．．．．．．．＿＿１
永住権．．．．．．．．．．＿＿２
永住以外の居住者．．．．＿＿３
無記録移民．．．．．．．＿＿４
回答なし．．．．．．．．．＿＿５

８．あなたは何年に生まれましたか？

＿＿＿＿＿＿＿＿＿＿＿年（１０年単位でも可）

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親戚及び友人との関係

9．あなたの家族（配偶者の家族を含む）または親戚で、南カリフォルニア州に住んでいる人はいますか？

はい＿＿＿＿　いいえ＿＿＿＿

（「いいえ」の場合、質問１１へ）－－－－－－－－－＞＞＞

１０．南カリフォルニア州に住むあなたの家族や親戚とはどのくらい頻繁に話をしますか。

（次を読んでいずれか一つに印をつける）

週に何度も．．．．．．．＿＿1
週に１度．．．．．．．．＿＿2
週に１度以下．．．．．．＿＿3
回答なし．．．．．．．．＿＿4

１１．南カリフォルニア州に住んでいるあなたの友人または知人の中から最も親しい人を３人選び出して下さい。選びましたか？では、その人たちの中で何人があなたと同じ民族に属していますか？

０人＿＿1　１人＿＿2　２人＿＿3　３人＿＿4　回答なし＿＿5

１２．その友人や知人の中で、あなたと同じコミュニティーに住んでいる人は何人ですか？

０人＿＿1　１人＿＿2　２人＿＿3　３人＿＿4　回答なし＿＿5

１３．その人たちとどのくらい頻繁に話をしますか？

（いずれか１つに印をつける）

週に何度も．．．．．．．＿＿1
週に１度．．．．．．．．＿＿2
週に１度以下．．．．．．＿＿3
回答なし．．．．．．．．＿＿4

使用言語：

（会話）：

１４．あなたはいくつの言語を話しますか？
　１つ___　２つ___　３つ___　４つ以上___

どの言語を話しますか？

____

____

１５．a．英語はあなたの母国語ですか？　はい___　いいえ___
　b．英語があなたの母国語でない場合、あなたの母国語は何ですか？
　（言語名）：______________________________

（回答者が英語しか話さない場合または英語が回答者の母国語である場合は、質問１９へ）－－－－－－－－－－－－－－－－－－－－－－－－＞＞＞

１６．あなたは仕事に関係する場所で、どの言語を最もよく使用しますか？
　（言語名）：______________________________

１７．A．あなたが友人と話す時、どの言語を最もよく使用しますか？

____

　B．あなたが家族と話す時、どの言語を最もよく使用しますか？

____

１８．あなたはどの言語を最も流暢に話しますか？
英語．．．．．．．．___1
母国語．．．．．．．___2
どちらも同等に．．．___3
その他．．．．．．．___4：（言語名）______________________

（読み書き）：

１９．あなたはいくつの言語を読むことができますか？
なし___　１つ___　２つ___　３つ___　４つ以上___

それはどの言語ですか。

____

____

（読める言語が英語のみの場合、質問２０の後質問２３へ）－－－＞＞＞
（なしの場合は、質問２３へ）－－－－－－－－－－－－－－－－－－－－＞＞＞

２０．その（それらの）言語を読む能力はどの程度ですか？
（度合）とても良い...1　良い...2　ふつう...3　悪い...4
英語　______________
言語1______________：（言語名）______________________
言語2______________：（言語名）______________________
言語3______________：（言語名）______________________

２１．あなたが最も読みやすいと感じるのはどの言語ですか？

____

２２．普段、どの言語を最も頻繁に読みますか？

____

２３．あなたはいくつの言語を書くことができますか？
なし___　１つ___　２つ___　３つ___　４つ以上___

言語名：______________________________

____

（書ける言語が英語のみの場合、質問２４の後質問２７へ）－－－＞＞＞
（なしの場合は、質問２７へ）－－－－－－－－－－－－－－－－－－－－＞＞＞

２４．その（それらの）言語を書く能力はどの程度ですか？

（度合）とても良い...1　良い...2　ふつう...3　悪い...4

英語 ______________

言語1 ______________：（言語名）______________________

言語2 ______________：（言語名）______________________

言語3 ______________：（言語名）______________________

２５．あなたが最も書きやすいと感じるのはどの言語ですか？

____

２６．普段、どの言語を最も頻繁に書きますか？

____

教育：

２７．あなたの最終学歴は何ですか？（書き記して下さい）
（詳しく）________________________________

２８．正式に学校を卒業した後、何らかの継続した授業或は教育プログラムに参加したことがありますか？
はい________　いいえ________　回答なしい________

２９．「はい」と答えた場合、それは何に関するクラスまたは課程でしたか？（書き記して下さい）

____

____

____

３０．もっと教育を受けていればよかったと思うことが時々ありますか？
はい________　いいえ________　回答なし________

３１．「はい」と答えた人は、なぜそう思いますか？

____

____

____

二ヶ国語教育：

３２．子供は何人いますか？
（人数を記入）＿＿＿＿＿　なし＿＿＿＿

（「なし」の場合、質問３４へ）－－－－－－－－－－－－－－－＞＞＞

３３．あなたの子供の中で、二ヶ国語教育を行う学校に通ったことのある人はいますか？
はい＿＿＿＿　いいえ＿＿＿＿　回答なし＿＿＿＿

３４．学校で子供達が英語と母国語の二ヶ国語を使って勉強することをどう思いますか？二ヶ国語教育についてどう思うかを次のうちから選んで下さい。

とても良いと思う．．．＿＿1
良いと思う．．．．．．＿＿2
良くないと思う．．．．＿＿3
とても良くないと思う．＿＿4
わからない．．．．．．＿＿5
回答なし．．．．．．．＿＿6

３５．二ヶ国語教育について上記のように思う理由は何ですか？
（書き記して下さい）

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

雇用の形態／役職／職場：

３６．あなたは現在仕事をしていますか？
はい＿＿＿＿　いいえ＿＿＿＿

３７．「はい」の場合：
正社員＿＿＿＿　パート＿＿＿＿

（質問４０へ）－－－－－－－－－－－－－－－－－－＞＞＞

３８．「いいえ」の場合、現在仕事を探していますか？
はい＿＿＿１　いいえ＿＿＿２　回答なし＿＿＿３

３９．「はい」の場合、これまで職業紹介所や隣人に仕事を探す手助けを頼んだことがありますか？
はい＿＿＿１　いいえ＿＿＿２　回答なし＿＿＿３

（質問４５へ）－－－－－－－－＞＞＞

４０．今どんな仕事をしていますか？（書き記して下さい）
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

４１．普段どのようにして通勤していますか？
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

４２．勤務時間は何時から何時までですか？
＿＿＿＿＿時から＿＿＿＿＿時まで

４３．仕事をする上で、読み書きを多く要求されますか？
はい＿＿＿＿　いいえ＿＿＿＿　回答なし＿＿＿＿

４４．「はい」の場合、どのようなものについてですか？
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

社会団体及び社会活動：

（これから、あなたが所属しているかもしれないグループや団体についての質問をします。）

４５．あなたは現在、定期的な会合を行う教会、社会活動グループ、専門家グループまたは政治グループの会員になっていますか？
（団体名）：
____
____

（回答者がどの団体にも属さない場合は、質問４９へ）－－－－－－＞＞＞

４６．これらの団体の会合ではどの言語が最もよく使用されていますか？
（言語名）：
____
____

４７．あなたはこれまで、近隣地域やコミュニティーの状況改善を目的とした新たなグループまたは団体の設立に参加したことがありますか？
はい_____１　　いいえ_____２　　回答なし_____３

（「いいえ」の場合、質問４９へ）－－－－－－－－－－－－－－＞＞＞

４８．「はい」の場合、そのグループまたは団体は何という名前ですか？
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４９．あなたの意見として、あなたのコミュニティーではどの団体が最も重要な役割を果たしていると思いますか？
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５０．ここに公共及び施設の団体があります。（回答者にリストを手渡す）これらの団体は、あなたの民族をどのように扱っていますか？（各々に対して印をつける）

	とても良い	良い	ふつう	悪い	わからない	回答なし
Ａ．ラジオ／テレビ局...	/1/	/2/	/3/	/4/	/5/	/6/
Ｂ．学校...............	/1/	/2/	/3/	/4/	/5/	/6/
Ｃ．福祉局..............	/1/	/2/	/3/	/4/	/5/	/6/
Ｄ．警察...............	/1/	/2/	/3/	/4/	/5/	/6/
Ｅ．教会...............	/1/	/2/	/3/	/4/	/5/	/6/
Ｆ．公立図書館.........	/1/	/2/	/3/	/4/	/5/	/6/
Ｇ．電話会社...........	/1/	/2/	/3/	/4/	/5/	/6/
Ｈ．ガス会社...........	/1/	/2/	/3/	/4/	/5/	/6/
Ｉ．労働組合...........	/1/	/2/	/3/	/4/	/5/	/6/
Ｊ．病院...............	/1/	/2/	/3/	/4/	/5/	/6/
Ｋ．移民局..............	/1/	/2/	/3/	/4/	/5/	/6/

５１．あなたはこれまで、個人的に上記の団体に関して良いまたは悪い経験をしたことがありますか。

はい＿＿＿　いいえ＿＿＿

「はい」と答えた人は、内容を詳しく述べて下さい。（書き記して下さい）

リストを集める。

団体リスト

	とても良い	良い	ふつう	悪い	わからない	回答なし
A. ラジオ／テレビ局	/1/	/2/	/3/	/4/	/5/	/6/
B. 学校	/1/	/2/	/3/	/4/	/5/	/6/
C. 福祉局	/1/	/2/	/3/	/4/	/5/	/6/
D. 警察	/1/	/2/	/3/	/4/	/5/	/6/
E. 教会	/1/	/2/	/3/	/4/	/5/	/6/
F. 公立図書館	/1/	/2/	/3/	/4/	/5/	/6/
G. 電話会社	/1/	/2/	/3/	/4/	/5/	/6/
H. ガス会社	/1/	/2/	/3/	/4/	/5/	/6/
I. 労働組合	/1/	/2/	/3/	/4/	/5/	/6/
J. 病院	/1/	/2/	/3/	/4/	/5/	/6/
K. 移民局	/1/	/2/	/3/	/4/	/5/	/6/

Ⅱ．情報統制者の情報を求める態度

５２．「情報（インフォメーション）」という言葉は人によって異なった意味合いで使われますが、あなたは「情報」という言葉をどういう意味に解釈しますか？（詳しく書き記して下さい）

（先に述べたように、当調査の主な目的は、他の人々を助けるたに情報を提供し、質問に答え、問題を解決するあなたのような人の役割を把握することにあります。私達は、これらの人々を情報の統制者（インフォメーション・モニター）と呼んでいます。）

５３．上記の定義を踏まえた上で、あなたは自分自身が情報の統制者であると考えますか？

はい______　いいえ______　わからない______　回答なし______

５４．「はい」と答えた人は、その理由を述べて下さい。

５５．「いいえ」と答えた人は、その理由を述べて下さい。

Ⅱ－Ａ．情報統制者が必要とする情報

５６．過去数ヶ月を振り返ってみて、あなたは何らかの助けを必要としている人を援助したことがありますか？

はい＿＿＿　いいえ＿＿＿　回答なし＿＿＿

（「いいえ」の場合、質問６０へ）－－－－－－－－－－＞＞＞

５７．「はい」と答えた人は、その助けた人が抱えていた問題を述べて下さい。（書き記して下さい）

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５８．その人を助けた時、その問題を解決するために情報を与えたり何かを紹介したりしましたか？

はい＿＿＿　いいえ＿＿＿　回答なし＿＿＿

５９．「はい」と答えた人は、どんな情報を与えましたか？またはどんな事を紹介しましたか？（回答の通りに記入）

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６０．これまでは、他の人が必要とする情報に関して話をしてきましたが、ここであなたがあなた自身の問題を解決するために、実際の生活の中で必要となった情報について考えましょう。例えば、市議会の会員リストや二ヶ国語教育プログラムに関する資料が今までに必要になったことがあるかもしれません。何か思いつくことはありますか？それは何ですか？
（書き記して下さい）

６１．その必要な情報を入手するためにどこへ行きましたか？
（書き記して下さい）

Ⅱ－Ｂ．情報統制者による情報源の利用

（カードに印刷して手渡す）

６２．ここに情報の入手先となる媒体或は組織名をリストします。各々に関して、過去数ヶ月間に利用したことがあるかどうか、及び情報を入手する際にこれらの機関の人々があなたの助けになったかどうかを答えて下さい。
（一つずつ読む）

	助けになる	助けに ならない	全く助けに ならない
少数民族案内帳……………………………	1	2	3
電話帳…………………………………	1	2	3
定期刊行物（新聞または雑誌）……………	1	2	3
書籍…………………………………	1	2	3
マスメディア（テレビまたはラジオ）………	1	2	3
公共図書館……………………………	1	2	3
知人（友人、隣人または同僚）……………	1	2	3
専門家（医者または弁護士）………………	1	2	3
少数民族コミュニティーサービス機関………	1	2	3
一般社会福祉機関………………………	1	2	3
宗教団体（教会または寺）………………	1	2	3
政治団体（政党または議員）………………	1	2	3
政府機関（地域、州または国）……………	1	2	3
ビジネス協会……………………………	1	2	3
労働組合………………………………	1	2	3
＊私施設情報サービス機関…………………	1	2	3

その他＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＊　情報サービスを提供することにより料金を請求する団体または個人のことをいう。

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情報源のリスト

	助けになる	助けにならない	全く助けにならない
少数民族モミュニティー案内帳	1	2	3
電話帳	1	2	3
定期刊行物（新聞または雑誌）	1	2	3
書籍	1	2	3
マスメディア（テレビまたはラジオ）	1	2	3
公立図書館	1	2	3
知人（友人、隣人または同僚）	1	2	3
専門家（医者または弁護士）	1	2	3
少数民族コミュニティーサービス機関	1	2	3
一般社会福祉機関	1	2	3
宗教団体（教会または寺）	1	2	3
政治団体（政党または議員）	1	2	3
政府機関（地域、州または国）	1	2	3
ビジネス協会	1	2	3
労働組合	1	2	3
＊私設情報サービス機関	1	2	3

その他＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＊　情報サービスを提供することにより料金を請求する団体または個人のことをいう。

６３．これらの情報源のうち、一般の人々に対し情報を提供するに当り最も効果的なものはどれだと思いますか？（書き記して下さい）

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６４．エイズ等の社会的問題について誰かに情報を与えるまたは助言をする必要がある場合、あなたならこれらのうちどこから情報を入手しますか？２つだけ選んで下さい。（書き記して下さい）

____

６５．移民ステータスについて誰かに情報を与えるまたは助言をする必要がある場合、あなたならどこから情報を入手しますか？（移民局を除く。）２つだけ選んで下さい。
（書き記して下さい）回答の後、リストを集める。

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６６．その団体や個人はあなたの自宅の近所ですか、職場の近所ですか、それとも地域外ですか？［自宅と職場が同じ地域内なら、両方に印をつける］

自宅の近所．．．．．．．．１
職場の近所．．．．．．．．２
両方．．．．．．．．．．．３
その他（場所を述べよ）．．４ ____________________

６７．あなたのような人にあらゆる種類の情報を提供するため、少数民族コミュニティーのいくつかが施す手段の一つに、情報センターを設立するということが挙げられます。あなたは民族グループの情報センターを設立することについて、どんな意見を持っていますか？
（書き記して下さい）

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（回答者が「良い考えではない」あるいは「必要ではない」と答えた場合、質問７０へ）－－－－－－－－－－－－－－－－－＞＞＞

６８．そのような情報センターが良い考えであるとすれば、それはあなたの民族グループコミュニティーのどこに設置するのが最も適当と思いますか？

公立図書館内．．．．．．．．＿＿＿＿
教育施設内．．．．．．．．．＿＿＿＿
コミュニティーの機関内．．＿＿＿＿
独立した機関であるべき．．＿＿＿＿
その他（詳しく）．．．．．＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

６９．情報センターはどのような資金で運営されるのがよいと思いますか？
（書き記して下さい）

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

印刷物の利用：

情報を入手するために、多くの人々が印刷物を利用します。これから、いろいろな種類の印刷物とあなたの読書習慣について考えてゆきます。

７０．あなたは他の人に情報を提供するため、印刷物を利用したことがありますか？

はい_____　いいえ_____　わからない_____　回答なし_____

（「いいえ」と答えた場合、質問７２へ）－－－－－－－－＞＞＞

７１．「はい」と答えた場合、その利用した印刷物はどのようなものでしたか？
（書き記して下さい）

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７２．あなたはどのくらい読書をしますか？

とてもよく読む．．．．．．１
たまに読む．．．．．．．．２
少し読む．．．．．．．．．３
めったに読まない．．．．．４
回答なし．．．．．．．．．５

７３．あなたが子供の頃、両親や他の親戚の人たちはあなたのために本を読んでくれましたか？

はい、家で読んでくれました．．．．．．．１
いいえ、家で読んでくれませんでした．．．２
わからない．．．．．．．．．．．．．．．３
回答なし．．．．．．．．．．．．．．．．４

７４．あなたは１ヶ月に約何冊本を読みますか？

＿＿＿＿＿冊（実数を記入）なし＿＿＿

７５．ペーパーバックを含めて、あなたは約何冊の本を所有していますか？
（いずれか１つに印をつける）

なし＿＿＿１　　１～１０冊＿＿＿２　　１１～４９冊＿＿＿３
５０～９９冊＿＿＿４　　100～199冊＿＿＿５　　200冊以上＿＿＿６

７６．あなたは本やその他の書物をどこで購入しますか？詳しく述べて下さい。
（書き記して下さい）：

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

７７．次の印刷物のうち、あなたが最も頻繁に読むのはどれですか？（いずれかの番号に○印をつける）

新聞．．．．．．．．．．１
雑誌．．．．．．．．．．２
書籍．．．．．．．．．．３
その他．．．．．．．．．４（名称）＿＿＿＿＿＿＿＿＿＿＿＿

（新聞や雑誌の利用法）

７８．あなたは英字新聞を読んでいますか？
はい＿＿＿　いいえ＿＿＿　回答なし＿＿＿

（「いいえ」の場合、質問８１へ）－－－－－－－－＞＞＞

７９．「はい」と答えた人は、その英字紙をどのくらい頻繁に読みますか？
毎日．．．．．．．＿＿１
週に数回．．．．．＿＿２
週に１度．．．．．＿＿３
不規則に．．．．．＿＿４

８０．その英語紙の名称は何ですか？

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８１．あなたは英字紙以外の新聞を読んでいますか？

はい_____　いいえ_____　回答なし_____

（「いいえ」と答えた場合、質問８５へ）－－－－－－－－－－＞＞＞

８２．「はい」と答えた人は、その英字紙以外の新聞をどのくらい頻繁に読みますか？

毎日．．．．．．．____1
週に数回．．．．．____2
週に１度．．．．．____3
不規則に．．．．．____4

８３．その新聞の名称と言語は何ですか？

１．名称________________________________
　　言語________________________
２．名称________________________________
　　言語________________________

８４．あなたは新聞を読む場合、どの言語が最も読みやすいと感じますか？
（書き記して下さい）

____

８５．必要な情報を入手する場合、あなたはどの程度新聞に依存しますか？

かなり依存する．．．．．．．．____1
いくらか依存する．．．．．．____2
少し依存する．．．．．．．．____3
ほとんど依存しない．．．．．____4
わからない．．．．．．．．．____5
回答なし．．．．．．．．．．____6

８６．あなたは定期的に雑誌を読んでいますか？（定期的にとは、毎回発行される度にという意味です。）

はい＿＿＿　いいえ＿＿＿　回答なし＿＿＿

８７．「はい」と答えた人は、その雑誌の名称を述べて下さい。

１．名称＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

言語＿＿＿＿＿＿＿＿＿＿＿＿＿

２．名称＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

言語＿＿＿＿＿＿＿＿＿＿＿＿＿

８８．必要な情報を入手する場合、あなたはどの程度雑誌に依存しますか？

かなり依存する．．．．．．．．＿＿1
いくらか依存する．．．．．．＿＿2
少し依存する．．．．．．．．．＿＿3
ほとんど依存しない．．．．．＿＿4
わからない．．．．．．．．．．＿＿5
回答なし．．．．．．．．．．．＿＿6

マスメディアの利用

８９．あなたはどのくらい頻繁にラジオを聞きますか？詳しく述べて下さい。
（書き記して下さい）

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９１．あなたは英語放送以外のラジオ番組を聞きますか？
はい______　いいえ______　回答なし______

（「いいえ」の場合、質問９４へ）－－－－－－－－－＞＞＞

９２．「はい」と答えた人は、その番組について詳しく述べて下さい。

____

____

９３．普段、あなたはどの言語のラジオが最も聞きやすいと感じますか？
（書き記して下さい）

____

９４．必要な情報を入手する場合、あなたはどの程度ラジオに依存しますか？
かなり依存する．．．．．．．____1
いくらか依存する．．．．．．____2
少し依存する．．．．．．．．____3
ほとんど依存しない．．．．．____4
わからない．．．．．．．．．____5
回答なし．．．．．．．．．．____6

（テレビの利用）：

９５．あなたはどのくらい頻繁にテレビを見ますか？（書き記して下さい）

____

____

９７．あなたは英語放送以外のテレビ番組を見ますか？

はい______　いいえ______　回答なし______

（「いいえ」の場合、質問１００へ）－－－－－－－－－－＞＞＞

９８．普段、あなたはどの言語のテレビが最も見やすいと感じますか？

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９９．一般的に、どの言語のテレビ番組を多く見ていますか？

母国語が多い．．．．．．．．．．．．１
英語が多い．．．．．．．．．．．．．２
ほぼ同じ．．．．．．．．．．．．．．３
他の言語．．．．．．．．．．．．．．４
（言語名）______________________

１００．必要な情報を入手する場合、あなたはどの程度テレビに依存しますか？

かなり依存する．．．．．．．____１
いくらか依存する．．．．．．____２
少し依存する．．．．．．．．____３
ほとんど依存しない．．．．．____４
わからない．．．．．．．．．____５
回答なし．．．．．．．．．．____６

（情報関係技術の利用）

１０１．家、オフィス、自動車を含め、全部で何台の電話を持っていますか？
______台　なし______　回答なし______

１０２．先月を振り返ってみて、援助や情報を求める人から電話を受けましたか？
はい______　いいえ______　回答なし______

（「いいえ」の場合、質問１０６へ）－－－－－－－＞＞＞

１０３．はいの場合：　そのような電話をどのくらい頻繁に受けましたか？
一日につき________回

１０４．そのような電話を何時頃受けましたか？
____午前8時～11時　____午前11時～午後2時　____午後2時～5時
____午後5時以降

１０５．電話でのインフォメーションの依頼は、主にどのような内容か説明して下さい。

____

____

１０６．家またはオフィスに次の機器を所有していますか？（所有するものすべてに印をつける）
モデム付きコンピューター．．．．．．．．．．．１
モデムなしコンピューター．．．．．．．．．．．２
留守番電話．．．．．．．．．．．．．．．．．３
ファックス．．．．．．．．．．．．．．．．．４
ＣＤ　ＲＯＭ．．．．．．．．．．．．．．．．．５

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１０７．質問１０６の（１）と（２）に、「はい」と答えた場合、コンピューターを使用する目的は何ですか？（書き記して下さい）

１０８．何らかの情報を入手するためにコンピューター・データベースを利用したことがありますか？

はい＿＿＿＿　いいえ＿＿＿＿　回答なし＿＿＿＿　わからない＿＿＿＿

１０９．「はい」の場合：

Ａ．それはどのような情報ですか？（書き記して下さい）

Ｂ．誰かに手助けしてもらいましたか、それとも自分で行いましたか？

（公立図書館の利用）：

もう少しで終了ですので、しばらくご辛抱下さい。これから、公立図書館についていくつか質問してゆきます。

１１０．去年一年間、本を借りたり他の援助を求めて公立図書館に行きましたか？

はい＿＿＿＿　いいえ＿＿＿＿　回答なし＿＿＿＿

（「いいえ」の場合、質問１１５へ）－－－－－－－－＞＞＞

１１１．去年、実際に公立図書館を利用したのは何回ですか？

__________（回数を記入）　回答なし______

１１２．去年利用した公立或いは私立の図書館はどこですか？

名称　　　　　　　　　　　　　場所

１．______________________________　______________________________

２．______________________________　______________________________

１１３．最後に公立図書館を利用した時を考えてみて、図書館で借りた本や得た援助は実際あなたが求めていたものでしたか？

はい______　いいえ______　回答なし______

１１４．去年、必要な本や援助を入手するために図書館員に手助けを頼みましたか？

はい______　いいえ______　回答なし______

１１５．去年、友人や知人にどこかの図書館を推薦しましたか？

はい______　いいえ______　回答なし______

１１６．次に人々があまり公立図書館を利用しない理由を挙げます。この中にあなたの意見に該当するものがありますか？

（該当する全ての項目の番号を〇で囲んで下さい）

家から遠すぎる．．．．．．．．．．．．．．．１

利用方法がわからない．．．．．．．．．．．２

読む本は全て買う．．．．．．．．．．．．．３

時間がない．．．．．．．．．．．．．．．．４

図書館の本をなくすことが心配．．．．．．５

読書が好きではない．．．．．．．．．．．．６

図書館には自分の母国語の
　　本や資料が十分揃っていない．．．．．７

その他どのような理由が挙げられますか？

____

____

１１７．次に人々が時々公立図書館を利用する理由を述べます。どれが該当しますか？（それぞれの項目を読んで、当てはまる番号を○で囲む）

１．友人に会うため
２．子供達を連れて行くため
３．本を借りるため
４．情報を得るため
５．雑誌を読むため
６．新聞を読むため
７．映画をみるため
８．レコードを借りたり、聞くため
９．展示品を見るため
１０．講義や教育プログラムに参加するため
１１．図書館を見学するため
１２．勉強するため

１１８．最近情報が必要になった時に、それが図書館で入手できたかもしれないのにかかわらず、図書館を利用しなかった理由は何ですか？
（書き記して下さい）

１１９．図書館がそのサービスを改善するにはどうすればよいと思いますか？
（書き記して下さい）

１２０．最後に、私達は無所属の情報統制者と定義するところの、コミュニティーにおける他の人々についても興味を抱いています。その人々は、あなたと同様、コミュニティー内の他の人々が問題解決に必要な手段を見つける手助けを積極的に行っている人のことです。ただあなたと違うのは、これらの人々は援助をする目的で雇用（有給）されてはいないということです。また、ボランティア活動団体の一員ではあっても、その組織の役員ではない人々です。つまり、一般の人々が何らかの問題がある時に、情報を得ようとする相手、例えばその土地の食料品店の主人やセールスマンなどです。

A．上記に当てはまる人の名前と電話番号を教えて下さい。

B．上に記された人達に、私達のプロジェクトの第二部に協力いただくのため連絡をとる場合、あなたの名前を紹介人として使用してもよろしいですか？

はい＿＿＿　いいえ＿＿＿

インタビューはこれで終了です。先に申し上げたように、このインタビューは秘密厳守です。貴重なお時間をインタビューに割いていただき、ありがとうございました。この調査が完了した際には、レポートの概要をお送りいたします。レポートがあなたのお役に立つことを願っています。

インタビュー質問者が下記に記入

回答者の性別：　男性________ 1　女性________ 2

インタビュー終了時間____________________
インタビューを行った言語________________

インタビューが行われている間、回答者の答に影響を与えたと思われる異常な状況があった場合は、下記に説明すること。

APPENDIX 12

Korean Interview Schedule

July 1990

캘리포니아 소수 민족 사회에서의 정보 전달자들

정보전달자들과의 인터뷰 약속을 위한 전화

안녕하십니까.
저는 UCLA의 ____________입니다.
저희 학교에서는 현재 소수 민족사회에서의 정보 사용 실태에 대한 연구를 하고 있습니다. 저희는 한인 커뮤니티에대해 잘 아시고 기여도가 높으신 분들을 대상으로 인터뷰를 계획하고 있는바, __________________에서 귀하에 대한 정보를 얻고 저희가 찾는 분으로 사료되어 인터뷰 부탁을 드리고자 합니다. 저희의 인터뷰 신청을 받아들여 주시겠습니까?

예 _______ 아니오 _______

인터뷰 시간은 대략 한시간 정도 소요될 것입니다. 인터뷰를 영어로 하시기를 원하시는지 혹은 모국어로 하시기를 원하시는지 아래 난에 첵크해 주십시요.

_영어, _중국어, _일본어, _한국어

회견자 이름: ________________
피회견자 이름: ________________

캘리포니아 소수 민족 사회에서의 정보전달자들

인터뷰 스케쥴

인터뷰 날짜: ______________
I.D.#: ______________
인터뷰 시작 시간: ______________
장소: ______________

회견자 자기 소개

안녕하십니까.
저는 UCLA의 ______________ 입니다.
인터뷰에 응해 주신 것에 다시 한번 감사드립니다.
이 인터뷰는 기밀이므로, 귀하께서 말씀하신 것은 철저히 익명으로 처리될 것입니다. 저희는 귀하의 솔직한 의견을 듣고자 하오니, 각 질문에 대해 귀하 자신의 고견을 토로해 주시기 바랍니다. 인터뷰 도중 질문이 있으시면 언제라도 물어주시기 바랍니다.

I. 정보 전달자들의 성격

(먼저 민족과 사용 언어에 대한 질문으로 인터뷰를 시작하겠습니다)

민족적 배경과 미국 체류 상태

1. 귀하께서는 아래의 어느 민족에 속하십니까? (읽고 일택할것)

미 인디언 ______
(소속 부족(들)): (구체적으로): ____________
스페인계 ______(구체적으로): ____________
중국인 ________
일본인 ________
한국인 ________
기타 아시아인___(구체적으로): ____________

2. 인종적으로 자신을 어떻게 표현하고자 합니까? (말 그대로 기록할것)

____

3. 출생지가 어디입니까?

나라, 도, 도시명: ____________________________

(만약 미국에서 출생하셨다면 5항과 7항은 생략해 주십시요)———>>

4. 귀하 부모님의 출생지는 어디입니까?

부: 미국______ 기타__________
모: 미국______ 기타__________

5. 만약 미국에서 출생하시지 않으셨다면, 귀하께선 언제 미국으로 오셨습니까?

연도____________

6. 남가주에서는 얼마 동안 사셨습니까?

햇수____ 달수_____

7. 만약 미국에서 출생하시지 않으셨다면, 현재 귀하의 미국 체류 상태는? (말 그대로 기록한 후, 아래 난에 체크할것)

귀화 시민......___1
영주권자........___2
비영주권자.....___3
불법 체류자....___4
무응답.........___5

8. 귀하의 출생 연도는?

연도__________

이웃 관계: 친척과 친구

9. 가족이나 친구가 남가주에 살고 계십니까?

예___ 아니오___

(아니오에 표하셨으면 11항으로 가십시요)

10. 얼마나 자주 그들과 이야기를 나누십니까?

일주일에 여러번.........___1
일주일에 한번...........___2
일주일에 한번 이하......___3
무응답..................___4

11. 남가주에 사는 가장 친한 친구 세명을 골라보십시요. 그들 중 몇명이 한국인입니까?

없음___1 한명___2 두명___3 세명___4 무응답___

12. 이 세친구 중, 몇명이 근접 지역에 살고 있습니까?

없음___1 한명___2 두명___3 세명___4 무응답___

13. 얼마나 자주 그들과 만나 이야기를 나눕니까?

일주일에 여러번 ___1
일주일에 한번 ___2
일주일에 한번 이하 ___3
무응답 ___4

사용 언어

(구어):

14. 몇개국어를 말하십니까?

하나___ 둘___ 셋___ 넷 이상___

그 언어들을 열거해 주십시요:

____

____

15. a. 영어가 귀하의 모국어입니까? 예___ 아니오___

b. 영어가 모국어가 아니라면, 귀하의 모국어는 무엇입니까?

____

(영어가 응답자의 모국어라면, 19항으로 갈것)——————›››

16. 직장에서나 직업상 무슨 언어를 가장 자주 쓰십니까?

____

17. a. 친구와 대화할 때는 무슨 언어를 가장 자주 쓰십니까?

____

b. 가족과 대화할 때는 무슨 언어를 가장 자주 쓰십니까?

____

18. 어떤 언어를 가장 능숙하게 하십니까?

영어..........__1
모국어........__2
둘다 똑같이...__3
기타..........__4 : (구체적으로)____________________

(필기 및 독해 언어):

19. 몇개국어를 읽을 수 있습니까?

없음__ 하나__ 둘__ 셋__ 넷 이상__

그 언어들을 열거해 주십시요.

____

____

(만약 영어만이라면, 20항을 대답하고, 23항으로 가시요)———>>
(만약 아무것도 없다면, 23항으로 가시요)————————>>

20. 그 언어들에 대한 귀하의 독해력 수준을 스스로 평가해 주십시요.

(수준: 아주 잘함...1 잘함....2 보통...3 못함...4)

영어 ____
제1 언어____: (구체적으로)____________________
제2 언어____: (구체적으로)____________________
제3 언어____: (구체적으로)____________________

21. 읽기에 가장 편한 언어는 무엇입니까?

____

22. 일반적으로, 어떤 언어로 가장 자주 읽습니까?

____

23. 몇개국어를 쓸줄 아십니까?

없음___ 하나___ 둘___ 셋___ 넷 이상___

그 언어들을 나열해 주십시요.

____

____

(만약 영어만이라면, 24항을 답하고 27항으로 가시요)——————〉〉
(만약 없다면, 27항으로 가시요)——————————————〉〉

24. 그 언어들에 대한 귀하의 작문 수준을 스스로 평가해 주십시요.

(수준: 아주 잘함...1 잘함...2 보통...3 못함...4

영어 ___
제1 언어___ : (구체적으로)____________________
제2 언어___ : (구체적으로)____________________
제3 언어___ : (구체적으로)____________________

25. 글쓰기 가장 편한 언어는 무엇입니까?

____

26. 일반적으로, 어떤 언어로 가장 자주 글을 씁니까?

____

교육 수준:

27. 귀하께서 마지막으로 학교를 다닌 연도가 언제입니까? (말 그대로)

구체적으로: ____

28. 학위를 위한 정규 교육 이리, 평생교육 수업을 받아보신 적이 있으십니까?

예____ 아니오____ 무응답____

29. 만약 있으시다면, 그 수업이나 프로그램이 무엇에 대한 것이었습니까? (말 그대로)

____

____

____

30. 더 교육을 받고싶다는 생각을 때때로 하십니까?

예____ 아니요____ 무응답____

31. 만약 그렇다면, 왜 그렇습니까?

____

____

____

이중 언어 교육 실태:

32. 자녀분이 몇이십니까?

숫자_____ 없음_____

(만약 없다면, 34항으로 가시요)——————————————>>

33. 자녀분 중에, 이중 언어 교육 프로그램에 다니는 자녀가 있습니까?

예____ 아니오____ 무응답____

34. 자녀분 학교에서 영어와 한국어의 이중 언어로 가르치는 것에 대해 어떻게 생각하십니까?

매우 좋은 생각이다...___1
좋은 생각이다.........___2
나쁜 생각이다.........___3
매우 나쁜 생각이다...___4
모른다...............___5
무응답...............___6

35. 학교에서의 이중 언어 교육이 좋다고 혹은 나쁘다고 생각하시는 이유들을 말씀해 주십시요. (말 그대로 기록할것)

____
____
____
____
____
____

고용 상태/ 직업/ 직장 위치:

36. 현재 취업 중이십니까?

여___ 아니오___

37. 만약 취업 중이라면:

풀 타임___ 파트 타임___

(40항으로 가시요)

38. 만약 아니라면, 현재 직업을 구하고 계십니까?

여___1 아니오___2 무응답___3

39. 만약 그렇다면, 소개소나 이웃에게 구직을 부탁해 본적이 있습니까?

여___1 아니오___2 무응답___3

(45항으로 가시요)——————————————>>

40. 현재 어떤 종류의 일을 하고계십니까? (말 그대로 기록)

____

41. 보통 무엇을 타고 직장으로 가십니까?

____

42. 일하는 시간은?

______부터______까지

43. 직업상 많이 읽고 쓰십니까?

여___ 아니오___ 무응답___

44. 만약 그렇다면, 어떤 종류를 읽고 쓰십니까?

____

____

사회 활동 및 조직 생활:

(귀하가 속해 계신 조직과 단체에 대해 질문하겠습니다)

45. 교회나 사회,직업,혹은 정치 단체에 가입하고 계십니까?
(구체적으로):

____

____

(만약 전혀 가입하지 않고 있다면, 49항으로 가시요)————››

46. 이단체의 모임에서 가장 빈번하게 사용하는 언어는 무엇입니까?
(구체적으로):

____

____

47. 이웃이나 지역사회가 처해있는 상황을 개선해 보려는 의도로 새 단체나 조직 구성에 참여해 보신 적이 있습니까?

여___1 아니오___2 무응답___3

(만약 없다면, 49항으로 가시요)————————————————››

48. 만약 있다면, 그 단체나 조직의 이름이 무엇입니까?

____

____

49. 한인 커뮤니티에서 가장 중요한 단체가 무엇이라고 생각하십니까?

____

____

50. 여기 공공 기관과 사립 단체들의 리스트가 있습니다. (피회견자에게 배부할것) 이 기관들이 한인 커뮤니티를 어떻게 대하고 있다고 생각하시는지 점수를 매겨주십시요.

	미우좋음	좋음	보통	나쁨	모름	무응답
A. 라디오와 T.V. 방송국..	/1/	/2/	/3/	/4/	/5/	/6/
B. 학교들................	/1/	/2/	/3/	/4/	/5/	/6/
C. 사회보장국............	/1/	/2/	/3/	/4/	/5/	/6/
D. 경찰국................	/1/	/2/	/3/	/4/	/5/	/6/
E. 교회들................	/1/	/2/	/3/	/4/	/5/	/6/
F. 공공 도서관...........	/1/	/2/	/3/	/4/	/5/	/6/
G. 전화 회사.............	/1/	/2/	/3/	/4/	/5/	/6/
H. 가스 회사.............	/1/	/2/	/3/	/4/	/5/	/6/
I. 노동 조합들...........	/1/	/2/	/3/	/4/	/5/	/6/
J. 병원들................	/1/	/2/	/3/	/4/	/5/	/6/
K. 이민국................	/1/	/2/	/3/	/4/	/5/	/6/

51. 이 단체들과 개인적으로 좋은, 혹은 나쁜 경험을 가지고 계십니까?

예____ 아니오____

만약 있다면 구체적으로 말씀해 주십시요 (말 그대로 기록할것)

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____

____

(리스트를 수거할것)

단체 리스트

	매우좋음	좋음	보통	나쁨	모름	무응답
A. 라디오와 T.V. 방송국..	/1/	/2/	/3/	/4/	/5/	/6/
B. 학교들................	/1/	/2/	/3/	/4/	/5/	/6/
C. 사회보장국............	/1/	/2/	/3/	/4/	/5/	/6/
D. 경찰국................	/1/	/2/	/3/	/4/	/5/	/6/
E. 교회들................	/1/	/2/	/3/	/4/	/5/	/6/
F. 공공 도서관...........	/1/	/2/	/3/	/4/	/5/	/6/
G. 전화 회사.............	/1/	/2/	/3/	/4/	/5/	/6/
H. 가스 회사.............	/1/	/2/	/3/	/4/	/5/	/6/
I. 노동 조합들...........	/1/	/2/	/3/	/4/	/5/	/6/
J. 병원들................	/1/	/2/	/3/	/4/	/5/	/6/
K. 이민국................	/1/	/2/	/3/	/4/	/5/	/6/

II. 정보 전달자들의 정보 탐색 방법과 양상

52. 많은 사람들이 '정보'라는 용어를 각기 다르게 해석하고 있습니다.
귀하는 '정보'라는 말을 어떻게 해석하십니까? (말 그대로)(조사할것)

(앞서 설명드린대로, 이 연구의 목적은 다른 사람들에게 정보를 제공하고, 그들의 질문에 답하며, 문제를 풀어주는 일에 종사하시는 귀하와 같은 분들의 역할을 살펴보고자 하는 것입니다. 우리는 이런 사람들을 정보 전달자라고 부릅니다)

53. 이런 정의에 의거하여, 귀하는 자신을 정보 전달자라고 생각하십니까?

예____ 아니오____ 모른다____ 무응답____

54. 만약 그렇다고 생각하신다면, 그 이유를 구체적으로 말씀해 주십시요.

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55. 만약 아니라고 생각하신다면, 그 이유를 구체적으로 말씀해 주십시요.

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II-A. 정보 전달자들의 정보 필요 실태

56. 지난 몇달 동안, 귀하는 귀하의 도움을 필요로하는 사람들을 도와준 적이 있습니까?

여____ 아니오____ 무응답____

(만약 없다면, 60항으로가시요)

57. 만약 있다면, 그 사람(들)이 어떤 종류의 문제를 가지고 있었습니까? (말 그대로)

____

____

____

____

____

58. 귀하가 그들을 도와줄때, 정보를 제공하거나 혹은 다른 곳을 소개해준 적이 있습니까?

여____ 아니오____ 무응답____

59. 만약 있다면, 어떤 종류의 정보를 제공하셨는지, 혹은 어떤 종류의 소개를 하셨는지 설명해 주십시요. (말 그대로)

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____

60. 지금까지 타인들의 정보 필요성에 대해 이야기했는데, 이제 귀하 자신의 문제 해결을 위해 정보를 필요로한 경험이 있는지 말씀해주십시요. 예를 들면, 귀하 자신이 시의원 명단이나 이중 언어 교육 프로그램에 대한 정보를 필요로 하셨을지 모릅니다. 어떤 것이 있었는지 생각나시는 것이 있습니까? (말 그대로)

61. 그 필요한 정보를 어디서 얻으셨습니까? (말 그대로)

II-B. 정보 전달자들의 정보 공급원

(한부를 피회견자에게 배부할것)

62. 여기 정보 공급원의 리스트가 있습니다. 지난 몇달간 그것들을 사용해 본적이 있으신지, 그리고 그것들이 정보 공급에 도움이 되었는지 말씀해 주십시요.
(하나씩 읽을것)

	도움됨	도움안됨	사용한적 없음
한인 사회 인명록.................	1	2	3
전화 번호부......................	1	2	3
정기간행물 (신문 또는 잡지)......	1	2	3
서적.............................	1	2	3
대중 매체 (TV 또는 라디오).......	1	2	3
공공 도서관......................	1	2	3
주변 사람들 (친구, 이웃, 동료)...	1	2	3
전문인들 (의사, 변호사)..........	1	2	3
한인사회 봉사단체................	1	2	3
일반 사회봉사단체................	1	2	3
종교 단체 (교회, 절).............	1	2	3
정치 단체 (정당, 시의원).........	1	2	3
정부 기관 (지방, 주, 연방).......	1	2	
사업 단체........................	1	2	3
노동 조합........................	1	2	3
*개인 정보 서비스 업체..........	1	2	3

기타 ________________________________

*표는 돈을 받고 정보를 제공하는 업체나 개인을 가리킴.

63. 이 정보원 중에서 어느 것이 정보 공급에 가장 도움이 된다고 생각하십니까? (말 그대로)

____

64. 귀하가 AIDS와 같은 사회문제에 관해 남을 도와주거나 충고해 주기 위해 정보를 필요로 한다고 가정해 보십시요. 그 정보를 어디에서 찾으시겠습니까? 두개만 지적해 주십시요. (말 그대로)

____

65. 이제 귀하가 이민 문제에 관해 누군가를 도와주기 위해 정보가 필요하다고 가정해 보십시요. 그 정보를 어디에서 찾으시겠습니까? (이민국 제외). 두개만 지적해 주십시요. (말 그대로) (응답 후 리스트 수거)

____

66. 집 주변이나 직장 주변, 또는 다른 곳에 그런 기관이나 사람이 있습니까? (만약 집주변이나 직장주변이 동일하다면, 둘다에 체크하시요.)

집 주변............1
직장 주변..........2
둘다...............3
기타(구체적으로)...4 ____________________________

67. 소수민족 사회가 모든 종류의 정보를 다 공급히 줌으로써 그 구성원들을 도와 줄수 있는 방법의 하나는 정보 센터를 설립하는 일입니다. 한인 정보 센터 건립에 관히 어떻게 생각하십니까? (말 그대로)

(만약 응답자가 좋은 생각이 아니라거나, 필요없다고 답했다면, 70항으로 가시요) ——————————————————>>

68. 그런 정보 센터의 설립이 좋은 생각이라고 생각하신다면, 한인 정보 센타를 위한 가장 좋은 위치가 어디라고 생각하십니까?

공공 도서관내........____
교육 기관내..........____
지역 사회 기관내.....____
독립 기관이어야함....____
기타 (구체적으로)....____________________________

69. 그 정보 센타의 재정은 어떻게 되어야한다고 생각하십니까?(말그대로)

인쇄 자료의 사용:

많은 사람들이 인쇄 자료를 통해 정보를 얻고 있습니다. 이제 여러 종류의 인쇄물의 사용과 귀하의 독서 습관에 대해 생각해 보겠습니다.

70. 다른 사람들에게 정보를 제공해 줄 자료로서 인쇄물을 사용해 보신 적이 있습니까?

예____ 아니오____ 모른다____ 무응답____

(만약 없으면, 72항으로 가시요)——————>>>

71. 만약 있다면, 그것들이 어떤 종류의 자료들이었습니까? (말 그대로)

____

____

____

____

72. 얼마나 많이 독서를 하십니까?

아주 많이..........1
꽤 많이............2
조금...............3
아주 조금..........4
무응답.............5

73. 귀하가 어렸을때 부모나 친척이 집에서 책을 읽어주었습니까?

예, 집에서 나에게 책을 읽어주었습니다...... .1
아니오, 집에서 책을 읽어주지 않았습니다.....2
모른다 3
무응답.......................................4

74. 한달에 대략 몇권의 책을 읽거나 훑어보십니까?

____(수량 기록) 전혀 안봄____

75. 대략 몇권의 책을 가지고 계십니까? (일택할것)

전혀없음__1 1-10권__2 11-49권__3
50-99권__4.....100-199권__5 200권이상__6
무응답__7

76. 책이나 독서물을 어디에서 구하십니까? 구체적으로 말해주십시요.
(말 그대로)

____

77. 다음중 어느것을 가장 자주 읽습니까? (일택할것)

신문..........1
잡지..........2
단행본........3
기타..........4 (구체적으로)________________________

(신문과 잡지 이용)

78. 영어 신문을 읽으십니까?

여___ 아니오___ 무응답___

(만약 아니라면, 81항으로 가시요)———————————>>>

79. 만약 읽으신다면, 얼마나 자주 영어 신문을 읽으십니까?

매일..............___1
일주일에 몇번.....___2
일주일에 한번.....___3
불규칙적으로......___4

80. 그 신문 이름을 열거해 주십시요:

____

____

81. 영자 신문이 아닌 다른 언어로된 신문을 읽으십니까?

여___ 아니오___ 무응답___

(만약 안 읽는다면, 85항으로 가시요)———————————>>>

82. 만약 읽으신다면, 얼마나 자주 그 신문들을 읽으십니까?

매일..............___1
일주일에 몇번.....___2
일주일에 한번.....___3
불규칙적으로......___4

83. 그 신문들의 이름과 언어를 열거해 주십시요:

1. 이름__________________________
   언어__________________________
2. 이름__________________________
   언어__________________________

84. 일반적으로, 무슨 언어로 된 신문을 선호하십니까? (말 그대로)

____

85. 필요한 정보를 얻기 위하여 얼마만큼 신문에 의존하십니까?

많이............__1
다소............__2
약간............__3
거의 안함.......__4
모름............__5
무응답..........__6

86. 규칙적으로 잡지를 읽습니까? (규칙적으로란 거의 매호를 가리킴)

예____ 아니오____ 무응답____

87. 만약 그렇다면, 제목과 언어를 열거해 주십시요:

1. 제목__________________________
   언어__________________________
2. 제목__________________________
   언어__________________________

88. 필요한 정보를 얻기 위하여 어느 정도 잡지에 의존하고 계십니까?

많이.............__1
다소.............__2
약간.............__3
거의 안함........__4
모름.............__5
무응답...........__6

대중 미체의 이용:

(라디오 이용):

89. 얼마나 자주 라디오를 듣습니까? 구체적으로 말해주십시요(말그대로):

____

90. 어떤 종류의 프로그램을 좋아하십니까? 구체적으로 말해 주십시요.
(말 그대로):

____
____
____

91. 비영어 라디오 방송을 들으십니까?

여____ 아니오____ 무응답____

(만약 아니라면, 94항으로 가시요)————————————>>>

92. 만약 그렇다면, 구체적으로 말해주십시요:

____

____

93. 일반적으로, 어느 언어로 라디오를 듣는 것을 선호하십니까?
(말 그대로)

____

94. 필요한 정보를 얻기 위하여 어느 정도 라디오에 의존하십니까?

많이............___1
다소............___2
조금............___3
거의 안함.......___4
모름............___5
무응답..........___6

(텔레비전 이용):

95. 얼마나 자주 T.V.를 보십니까?

매일............___1
일주일에 몇번...___2
일주일에 한번...___3
불규칙적으로....___4
전혀 안봄.......___5

96. 어떤 T.V.프로그램을 좋아하십니까? (말 그대로)

____

____

97. 비영어 T.V.프로그램을 보십니까?

예____ 아니오____ 무응답____

(만약 아니라면, 100항으로 가시오)——————————>>>

98. 만약 보신다면, 구체적으로 말해주십시요: (말 그대로)

____

____

99. 일반적으로 어느 언어로 T.V.방송을 많이 보십니까?

한국어로 많이.......__1
영어로 많이.........__2
거의 같음...........__3
다른 언어...........__4 (구체적으로)__________________

100. 필요한 정보를 얻기 위하여 어느 정도 T.V.에 의존하고 계십니까?

많이...........__1
다소...........__2
조금...........__3
거의 안함......__4
모름...........__5
무응답.........__6

정보 통신 기재의 사용:

101. 통틀어 몇개의 전화를 가지고 계십니까 (집, 직장 혹은 차에)?

수량____ 없음____ 무응답____

102. 지난 달에, 어떤 종류의 도움이나 정보를 요청하는 전화를 받아보신 적이 있습니까?

예____ 아니오____ 무응답____

(만약 없다면, 106항으로 가시요)——————————>>>

103. 만약 있다면, 얼마나 자주 그런 전화를 받습니까?

하루에____번

104. 어떤 시간대에 그런 전화를 받으십니까?

__8am-11am __11am-2pm __2pm-5pm __5pm이후

105. 전형적인 전화 정보 요청의 예를 말씀해 주십시요:

____

____

106. 귀하의 집이나 사무실에 다음의 어떤 것을 가지고 있습니까? (가지고 있는 것을 다 지적히주십시요)

모뎀 있는 컴퓨터.....___1
모뎀 없는 컴퓨터.....___2
엔서링 머신..........___3
팩스.................___4
콤팩트 디스크........___5

107. 위의 질문에 1 혹은 2항에 책크하셨다면, 컴퓨터를 어떤 목적으로 쓰고 계십니까? (말 그대로)

____

____

____

108. 어떤 종류의 정보를 얻기 위하여, 컴퓨터 데이타 베이스를 써보신 적이 있습니까?

예___ 아니오___ 무응답___ 모름___

109. 만약 있다면:

A. 어떤 종류의 정보였습니까? (말 그대로)

____

____

B. 검색하는데 도움을 받았습니까 혹은 혼자 하셨습니까?

____

____

공공 도서관의 이용:

장시간 수고 많으셨는데, 이제 거의 끝나갑니다. 다음으로 공공 도서관에 대해서 몇가지 질문을 하겠습니다.

110. 책이나 혹은 다른 종류의 도움을 얻기 위하여 지난해 동안 공공 도서관을 방문한 적이 있으십니까?

예___ 아니오___ 무응답___

(만약 없다면, 115항으로 가십시요)——————>>>

111. 지난해 동안 실제로 몇번이나 공공 도서관을 방문하셨습니까?

________(횟수 기록) 무응답___

112. 지난해 동안 어느 공공 도서관 혹은 다른 도서관을 이용하셨습니까?

	이름	위치
1.	____________________	____________________
2.	____________________	____________________

113. 지난번 공공 도서관을 이용하셨을 때, 도서관으로 부터 얻은 책이나 도움이 귀하가 정말 원하던 것이었습니까?

예___ 아니오___ 무응답___

114. 지난해에, 필요한 책이나 도움을 얻기 위하여 사서에게 도움을 청한 적이 있으십니까?

예___ 아니오___ 무응답___

115. 지난해에, 친구나 아는 사람들에게 도서관을 추천해 준 적이 있으십니까?

예____ 아니오____ 무응답____

116. 공공 도서관을 자주 이용하지 않는 사람들의 그에 대한 이유들을 지금부터 읽어 드리려고 하는데, 귀하에게 해당되는 항목이 있으면 전부 지적해 주십시요. (각각 코드할것)

집으로부터 너무 멀어서..........................1
이용법을 몰라서................................2
필요한 책을 다 사기 때문에....................3
시간이 없어서...................................4
도서관 책을 분실할까 염려되어서...............5
독서를 좋아하지 않으므로......................6
도서관에 내 모국어로된 책이 충분치 않아서.....7
기타 다른 이유로?

____

____

117. 다음은 사람들이 공공 도서관을 이용하는 이유들인데, 어느 것들이 귀하에게 해당됩니까? (각항을 읽고 해당되는 것에 표할것)

1. 친구를 만나기 위해
2. 아이들을 거기 데려가기 위해
3. 책을 빌리기 위해
4. 어떤 정보를 구하기 위해
5. 잡지를 읽기 위해
6. 신문을 읽기 위해
7. 영화를 보기 위해
8. 레코드를 빌리거나 듣기 위해
9. 전시회를 보기 위해
10. 강의나 프로그램에 참석하기 위해
11. 도서관 안내 참관차
12. 거기서 공부하기 위해

118. 도서관에서 제공할 수 있는 어떤 정보를 귀하가 필요로 했었던 때를 상기해 보십시요. 그때 도서관을 이용하지 않았던 특별한 이유가 있었습니까? (말 그대로)

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119. 도서관 서비스 개선을 위해 제의하시고 싶은 것이 있으십니까?

120. 마지막으로, 저희가 무소속 정보 전달자들이라고 정의하는 지역사회 멤버들에 대해서 여쭤보겠습니다. 그들은 귀하와 같이 지역사회에서 활동하며, 다른 사람들이 그들의 문제 해결을 위해 필요한 정보를 얻도록 도와줍니다. 그러나 귀하와는 달리 그들은 그런 도움을 주기 위해 고용된 (급료를 받는) 것은 아닙니다. 그들은 자원 봉사 단체의 회원일 수도 있지만 그 단체의 직원은 아닙니다. 예를 들면, 수퍼 마켓 주인이나 세일즈맨으로, 사람들이 다른 종류의 정보를 그들로부터 구하기도하는 그런 사람들 입니다.

A. 그런 사람들의 이름과 전화 번호를 알려주십시요.

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B. 저희 연구의 일환으로 이분들을 접촉할 때, 귀하를 소개자로 알려 주어도 괜찮겠습니까?

예____ 아니오____

이제 인터뷰가 끝났습니다. 시간을 내주셔서 대단히 감사하며, 이 인터뷰가 기밀임을 다시 알려드립니다. 저의 연구가 완성되면 보고서를 보내드리고자 하는데 도움이 되시길 바랍니다.

회견자는 아래 사항을 기록할것

응답자의 성별: 남__1 여__2

인터뷰 종료 시간 ____________

인터뷰에 사용된 언어 __________

응답자의 응답에 영향을 미칠 수 있는 어떤 특이한 상황이 인터뷰 중에 일어났다면 아래에 기록할것.

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APPENDIX 13

Spanish Interview Schedule

Information Gatekeepers in California's Ethnic Communities

Initial Telephone Call To Set Up Interview with Gatekeepers

Hola. Mi nombre es ____________________ de UCLA. Estamos conduciendo un estudio sobre el uso de información en las comunidades étnicas. Su nombre fue proveído por ____________________ quien la/lo identificó a usted como una persona que conoce su comunidad. Vamos a empezar por preguntar a individuos como usted si usted estaría dispuesta(o) a ser entrevistada(o) para este proyecto?

SI _____ NO _____

Vamos a necesitar aproximadamente una hora de su tiempo para la entrevista. Prefiere que la entrevista sea en Inglés o en su idioma nativa:

____ Español ____ Chino ____Japonés, o ____ Koreano?

(Marque el idioma apropiado)

Nombre del entrevistador ____________________

Nombre del respondiente ____________________

Information Gatekeepers in California's Ethnic Communities

Interview Schedule

Fecha de la entrevista: ______________________

I.D.*: ______________________

Hora que empezó la entrevista: ______________

Lugar: ______________________

INTRODUCCION:

Hola, soy ______________________ de UCLA. Gracias otra vez por consentir a participar en esta entrevista. Esta entrevista es confidencial. Lo que usted diga nunca sera asociado con su nombre. Estamos interesados en obtener opiniones honestas, asi que por favor conteste cada pregunta dando su propia opinión. Si usted tiene algunas preguntas o si no está seguro(a) de lo que le estamos preguntando, por favor pare y pregunteme.

I. Characteristics of Information Gatekeepers

(Nos gustaría empezar nuestra entrevista haciendo algunas preguntas sobre su etnicidad y el uso del lenguaje)

Herencia Étnica y Estado de Migración:

1. Por favor indique el grupo étnico al que usted pertenece. (LEA Y MARQUE UNO)

Indio Americano ________
(Afiliacion(es) del Tribu): (Especifique) ________________
Orígen Español ________ (Especifique) ________________
Chino ________________
Japonés ________________
Koreáno ________________
Otro Asiático ________ (Especifique) ________________

2. Cómo prefiere identificarse étnicamente? (RECORD VERBATIM)

____

3. Dónde nació?

Especifique País y Estado o provincia: ________________________

Si California, especifique la ciudad: ________________________

(SI NATIVO DE ESTADOS UNIDOS, OMITA EL *5 y *7)---------->>>>

4. En qué país nacieron sus padres?

Padre: Estados Unidos ___ Otro __________

Madre: Estados Unidos ___ Otro __________

5. Si usted no nació en los Estados Unidos, cúando se vino a los Estados Unidos?

Año __________

6. Cúanto tiempo ha vivido en el Sur de California?

Ano(s) __________ Meses __________

7. Si usted no nació en los Estados Unidos, cual es su presente estado de ciudadanía? (RECORD VERBATIM AND CODE ONE CATEGORY):

Ciudadano Naturalizado	__1
Residente	__2
No es Residente	__3
Imigrante Indocumentado	__4
NR	__5

8. En que año nació?

Año __________ (década está bien)

Neighborhood Interaction: Relatives and Friends

9. Tiene algunos miembros de familia (incluyendo parientes de afinidad) o parientes viviendo en el Sur de California?

SI ______ NO ______

(SI NO, VAYA AL #11)----------------------------›››››››››

10. Qué tan seguido diría usted que habla con ellos? (LEA LAS CATEGORIAS Y MARQUE UNA)

Varias veces a la semana.............................. ____1
Una vez a la semana.................................. ____2
Menos de una vez a la semana.................. ____3
NR.. ____4

11. Piense por un momento en **TRES** de sus mejores amistades o gente que conoce en el Sur de California que no son miembros de su familia. Ya los escogió? Bien. Cuantos de ellos son de (su grupo étnico)?

NINGUNO ___ 1 UNO ___ 2 DOS ___ 3 TRES ___ 4 NR ___ 5

12. Cuantas de estas amistades viven en su vecindario local de su comunidad?

NINGUNO ___1 UNO ___ 2 DOS ___3 TRES ___ 4 NR ___ 5

13. Qué tan seguido diría usted que los ve y habla con ellos?

Varias veces a la semana.............................. ____1
Una vez a la semana.................................. ____2
Menos de una vez a la semana.................. ____3
NR.. ____4

Uso de Lenguaje:

14. Cuantas idiomas puede hablar?

UNA ____ DOS ____ TRES ____ Más de Cuatro ____

Por favor especifique las idiomas:

____

____

15. a. Es Inglés su idiomas nativa? SI ___ NO ___

b. Si Inglés no es su idioma nativa, cual es su idioma nativa?

(Especifique): ______________________________

(Si el respondiente solamente habla Inglés o si Inglés es su idioma nativa, vaya al #19)--›››››

16. Qué idioma usa en situaciones relacionadas con el trabajo?

(Especifique) ______________________________

17. A. Qué idioma usa más seguido cuando habla con sus amistades?

____

B. Qué idioma usa más seguido cuando habla con su familia?

____

18. Qué idioma diría usted que habla mejor?

Inglés..	____	1
Su idioma nativa....................................	____	2
Ambos igual..	____	3
Otra..	____	4 (especifique)__________

(Lenguaje Escrito):

19. Cuántas idiomas puede leer?

NINGUNA ____ UNA ____ DOS ____ TRES ____ Más de 4 ____

Por favor especifique las idiomas:

____

____

(Si Inglés solamente, conteste el #20 y pase al #23)-----------›››››

(Si NINGUNA, vaya al #23)-------------------------------------›››››

20. Cómo mediría su abilidad de leer estas idiomas?

(Escala) muy bien....1 bien...2 más o menos....3 mal...4

INGLES ____________

IDIOMA 1 ____________ : (Especifique) __________

IDIOMA 2 ____________ : (Especifique) __________

IDIOMA 3 ____________ : (Especifique) __________

21. En qué idioma se siente usted más comfortable para leer?

____

23. Cuantas idiomas puede escribir?

NINGUNA ____ UNA ____ DOS ____ TRES ____ Mas de 4 ____

Por favor especifique las idiomas: ______________________

____

(Si Inglés solamente, conteste el #24 y pase al #27)---------›››››

(Si NINGUNA, pase al #27)----------------------------------››››››

24. Cómo mediría su abilidad de escribir en estas idiomas?

(Escala) muy bien....1 bien....2 mas o menos....3 mal....4

INGLES ____________

IDIOMA 1 ____________ : (Especifique) ____________________

IDIOMA 2 ____________ : (Especifique) ____________________

IDIOMA 3 ____________ : (Especifique) ____________________

25. En qué idioma se siente usted más comfortable de escribir?

____

26. En general, qué idioma usa más frecuente para escribir?

____

EDUCACION:

27. Cúal fue el último año de escuela que completó? (VERBATIM)

Especifique: ______________________________

28. Desde que terminó su educación formal en la escuela para obtener su diploma, ha tomado algunas clases o programas de educación?

SI _____ NO _____ NR _____

29. Si SI, de que se trataban esas clases o programas? (VERBATIM)

____

____

____

30. Desea usted haber tenido mas educación?

SI _____ NO _____ NR _____

31. Si SI: ¿Porqué?

____

____

____

EDUCACION BILINGUE:

32. Cúantos hijos tiene?

(Marque el #) ______ NINGUNO ______

(Si NINGUNO, pase al #34)-------------------------------››››››

33. Han atendido algunos de sus hijos un programa bilingüe de la escuela?

SI ______ NO ______ NR ______

34. Qué piensa usted sobre el uso de ambos Inglés y Español para ensenar a los niños en la escuela? -- Es decir, usted cree que la Educación Bilingüe es una:

muy buena idea.............. ___1
buena idea........................ ___2
mala idea........................... ___3
muy mala idea................. ___4
No Sabe............................. ___5
NR.. ___6

35. Cuales son algunas razones por pensar que la educación bilingüe en las escuelas es una buena/mala idea? (RECORD VERBATIM)

____

____

____

____

____

____

Estado de Empleo/ Ocupacion/ Lugar de Empleo:

36. Está usted empleada(o) presentemente?

SI ____ NO ____

37. Si SI:

TIEMPO COMPLETO ____ MEDIO TIEMPO ____

(Pase al #40)

38. Si NO, está usted bucando trabajo?

SI ____1 NO ____2 NR ____3

39. Si SI, se ha puesto en contacto con algunas agencias o ha hablado con la gente de su vecindario para que le ayuden a encontrar trabajo?

SI ____1 NO ____2 NR ____3
(PASE AL #45)

40. Qué tipo de trabajo está haciendo ahora? (VERBATIM)

____

41. Usualmente, cómo se va al trabajo?

____

42. Durante cuales horas trabaja?

DE __________ A __________

43. En conección con su trabajo, hay mucho que leer y escribir?

SI ____ NO ____ NR ____

44. Si SI, que tipo?

____

____

Organizaciones Sociales y Actividades:

45. Es usted miembro de algunos grupos u organizaciones que se juntan regularmente--por ejemplo, un grupo religioso, profesional, o político? (Especifique):

____

____

(Si El respondiente no pertenece a ningun grupo, pase al #49)--->>>

46. Cuales son las idiomas que se usan más frecuente en las juntas de estas organizaciones? (Especifique):

____

____

47. Alguna vez ha tomado parte en formar un grupo u organización para tratar de cambiar situaciones en su vecindario o comunidad?

SI ____1 NO ____2 NR ____3

(Si NO, vaya al #49)-------------------------------->>>>>>>>

48. Si SI:¿Cúal es el nombre de ese grupo u organización?

____

____

49. En su opinión, cuales organizaciones diría usted que son las más importantes en su comunidad étnica?

____

____

50. Aquí tengo una lista de organizaciones públicas y privadas. (de la lista al respondiente)¿Cómo las mediría en las maneras que tratan a (su grupo étnico)? (Marque para cada una)

	Muy bien	Bien	Más o menos	Mal	No sabe	NR
A. Estaciones de Radio y T.V.	/1/	/2/	/3/	/4/	/5/	/6/
B. Escuelas	/1/	/2/	/3/	/4/	/5/	/6/
C. Departamento de Welfare	/1/	/2/	/3/	/4/	/5/	/6/
D. Departamento de Policía	/1/	/2/	/3/	/4/	/5/	/6/
E. Iglesias	/1/	/2/	/3/	/4/	/5/	/6/
F. Bibliotecas Públicas	/1/	/2/	/3/	/4/	/5/	/6/
G. Compania de Teléfono	/1/	/2/	/3/	/4/	/5/	/6/
H. Compania de Gas	/1/	/2/	/3/	/4/	/5/	/6/
I. Uniones de Labor	/1/	/2/	/3/	/4/	/5/	/6/
J. Hospitales	/1/	/2/	/3/	/4/	/5/	/6/
K. Servicio de Imigración	/1/	/2/	/3/	/4/	/5/	/6/

51. Personalmente, ha usted tenido algunas buenas o malas experiencias con algunos de estos grupos?

SI ____ NO ____

Si SI, especifique (VERBATIM)________________________________

____

____

____

____

(Colecte la lista)

LISTA DE ORGANIZACIONES

	Muy bien	Bien	Más o menos	Mal	No sabe	NR
A. Estaciones de Radio y T.V.	/1/	/2/	/3/	/4/	/5/	/6/
B. Escuelas	/1/	/2/	/3/	/4/	/5/	/6/
C. Departamento de Welfare	/1/	/2/	/3/	/4/	/5/	/6/
D. Departamento de Policía	/1/	/2/	/3/	/4/	/5/	/6/
E. Iglesias	/1/	/2/	/3/	/4/	/5/	/6/
F. Bibliotecas Públicas	/1/	/2/	/3/	/4/	/5/	/6/
G. Companía de Teléfono	/1/	/2/	/3/	/4/	/5/	/6/
H. Companía de Gas	/1/	/2/	/3/	/4/	/5/	/6/
I. Uniones de Labor	/1/	/2/	/3/	/4/	/5/	/6/
J. Hospitales	/1/	/2/	/3/	/4/	/5/	/6/
K. Servicio de Imigración	/1/	/2/	/3/	/4/	/5/	/6/

II. Information Seeking Behavior of Gatekeepers

52. Mucha gente usa el término "información" para querer decir diferentes cosas¿Qué significa el término "informacion" para usted? (VERBATIM) (PROBE)

(Como le había explicado antes, el propósito de este estudio es de mirar al rol de la gente, como usted, quien provee información para ayudar a otra gente, contestar preguntas, o resolver problemas. Nosotros llamamos a esta gente ("Portadores de Información").

53. Basada en esa definición, se considera usted un portador de información?

SI ____ NO ____ No Sabe ____ NR ____

54. Si SI, por favor especifique las razones:

____

____

____

____

____

55. Si NO, porqué no?

____

____

____

____

____

II-A. Information Needs of Gatekeepers

56. Pensando atras en los últimos meses, ha ayudado usted a alguien que necesitaba su ayuda?

SI ____ NO ____ NR ____

(Si NO, pase al #60)--››››››››››

57. Si SI, qué tipo de problema tenía(n) la(s) persona(s)? (VERBATIM)

58. Cuando le ayudó a la persona(s), le dio usted información o la/lo refirió a otro lugar para resolver el problema?

SI ____ NO ____ NR ____

59. Si SI, por favor describa el tipo de información que les dio o el tipo de referido que hizo: (VERBATIM)

60. Hemos estado conversando sobre situaciones relacionadas con la necesidad de obtener información de otras personas. Ahora piense en una situación de la vida real donde usted necesitó información para resolver sus propios problemas. Por ejemplo a lo mejor necesitaba una lista de los miembros del consul, o programas de educación bilingüe. Tiene algo en mente?¿Qué és?

____

____

____

____

____

____

____

61. A dónde fue para conseguir la información necesaria? (VERBATIM)

____

____

____

____

II-B. Use of Information Sources by Gatekeepers

62. Aqui tengo una lista de recursos de información. Por favor dígame si los ha consultado y si le fueron útil en proveer la información en los últimos meses.

	Útil	No le fue útil	Nunca los consultó
Directorio étnico de su comunidad	1	2	3
Libro de Teléfono	1	2	3
Periódicos (revistas)	1	2	3
Libros	1	2	3
Medios de Comunicación (Radio o T.V.)	1	2	3
Biblioteca Pública	1	2	3
Amistades (Amigos, vecinos, compañeros de trabajo)	1	2	3
Profesionales (Doctor, Abogado)	1	2	3
Agencias de servicios de su comunidad étnica	1	2	3
Agencias de servicios sociales	1	2	3
Organizaciones religiosas (Iglesia, Templo)	1	2	3
Organizaciones políticas (partido, consul)	1	2	3
Agencias del gobierno (local, estado, federal)	1	2	3
Asociaciones de negocios	1	2	3
Uniones de Labor	1	2	3
*Agencias de servicio de informacion privadas	1	2	3

Otra ______________________________

* se refiere a una organizacion o persona que cobra por proveer informacion.

2D·

LISTA DE RECURSOS DE INFORMACION

	Útil	No le fue útil	Nunca los consultó
Directorios étnicos de la comunidad	1	2	3
Libro de Teléfono	1	2	3
Periódicos (Revistas)	1	2	3
Libros	1	2	3
Medios de Comunicación (Radio o T.V.)	1	2	3
Biblioteca Pública	1	2	3
Amistades (amigo, vecino, companero de trabajo)	1	2	3
Profesionales (Doctor o Abogado)	1	2	3
Agencias de servicios en su comunidad étnica	1	2	3
Agencias de servicios sociales	1	2	3
Organizaciones religiosas (Iglesia, Templo)	1	2	3
Organizaciones políticas	1	2	3
Agencias de Gobierno (local, estado, federal)	1	2	3
Asociaciones de negocios	1	2	3
Uniones de Labor	1	2	3
*Agencias de servicios de informacion privadas	1	2	3

Otra____

* se refiere a una organizacion o persona que cobra por proveer informacion.

63. Cúales de estos recursos considera que son más útiles en proveer a la gente con información? (VERBATIM)

____

64. Imagine que usted necesita información para ayudar o a aconsejar a alguien más sobre problemas sociales como el SIDA. A donde iria para obtener la información? Seleccione dos solamente. (VERBATIM)

____

65. Ahora imagine que usted necesita información para ayudar o para aconsejar a alguien más sobre el estado de imigración. A donde iría para conseguir la información? (Excluyendo al INS). Seleccione dos. (VERBATIM) Colecte la lista después de respuesta.

____

66. Esta organización o persona está en su vecindario , en el trabajo, o en otro lugar? (si vecindario y trabajo son igual, marque los dos)

vecindario de hogar..................1
vecindario de trabajo................2
ambos.......................................3
Otro (Especifique)......................4 ______________________________

67. Una de las maneras que algunas comunidades étnicas asisten a gente como usted en proveer todo tipo de información, es de crear un centro de información. Cual es su opinión en relación con el establecimiento de un centro de información (grupo étnico) (VERBATIM)

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(Si el respondiente dijo que "no es una buena idea" o "no es necesario", vaya al #70)

68. Si usted cree que un centro de información es una buena idea, cual cree usted que sería el mejor lugar para un centro de información (grupo étnico)

Dentro de la biblioteca pública.............................. ____
Dentro de una institucion académica................. ____
Dentro de una agencia comunitaria...................... ____
Deberia ser una agencia independiente.............. ____
Otros (especifique) ______________________________

69. Cómo debería ser financiado el centro de información? (VERBATIM)

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Uso de Recursos Imprimidos:

Mucha gente usa materias imprimidas para obtener información. Ahora vamos a considerar los diferentes tipos de materias imprimidas y sus hábitos de leer.

70. Alguna vez ha consultado materias imprimidas como recursos para proveer a otros con información?

SI _____ NO _____ NO SABE _____ NR _____

(Si NO, pase al #72)---------------------------›››››››

71. Si SI, que tipo de materias eran? (VERBATIM)

____

____

____

____

72. Diría usted que lee:

mucho..............................1
algo..................................2
poco..................................3
casí no.............................4
NR.....................................5

73. Sus padres o parientes le leián a usted en casa cuando era niña(o)?

SI, me leían en casa.................................1
NO, no me leían en casa.........................2
No sabe...3
NR...4

74. Aproximadamente, cuantos libros leé u ojea en un més?

________ (Marque el numero actual) NINGUNO ______

75. Aproximadamente, cuantos libros tiene, contando los libros en rústica: (Marque uno)

NINGUNO ____ 1 1-10 libros ____2 11-49 libros ____3
50-99 libros ____4 100-199 libros ____5 Mas de 200 ____6
NR ____7

76. De donde consigue sus libros o materias de leer? Por favor especifique (VERBATIM):

____

77. Cuales de los siguientes leé más seguido? (Circule uno)

periódicos....................................1
Revistas.......................................2
Libros..3
Otros..4 (especifique) ____________________

Uso de Periodicos y Revistas:

78. Lee usted periódicos en Inglés?

SI ____ NO ____ NR ____
(Si NO, pase al #81)--›››››››

79. Si SI, qué tan seguido leé estos periódicos en Inglés?

todos los días.............................____1
pocos días a la semana...........____2
una vez a la semana................____3
Irregularmente..........................____4

80. Por favor aliste los nombres:

____

____

81. Leé usted periódicos que no están en Inglés?

SI _____ NO _____ NR _____

(Si NO, pase al #85)----------------------------››››››

82. Si SI, qué tan seguido leé estos periódicos que no están en Inglés?
todos los días.......................... ___1
pocos días a la semana......... ___2
una vez a la semana............. ___3
Irregularmente........................ ___4

83. Por favor aliste los nombres e idiomas de esos periódicos:

1. Nombre ______________________________________

Idioma ____________________

2. Nombre ______________________________________

Idioma ____________________

84. En general, en que idioma diría usted que prefiere leer el periódico? (VERBATIM)

____

85. Cuanto diría usted que depende en los periódicos para obtener la información que usted necesita?

mucho........................ ___1
algo............................. ___2
poco............................ ___3
casí no....................... ___4
No sabe..................... ___5
NR .... ___6

86. Leé las revistas regularmente?

SI ___ NO ___ NR ___

87. Si SI, por favor aliste los nombres y las idiomas:

1. Nombre ______________________________________
Idioma ____________________

2. Nombre ______________________________________
Idioma ____________________

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88. Cúanto depende en las revistas para obtener la información que usted necesita?

mucho............................ ____1
algo.............................. ____ 2
poco.............................. ____ 3
casí no.......................... ____ 4
No sabe......................... ____ 5
NR................................. ____ 6

Uso de Medios de Comunicacion:
(Uso de Radio)

89. Qué tan seguido escucha la radio? Por favor especifique (Verbatim)

____

90. Cúal es su favorito tipo de programa(s)? Especifique (VERBATIM)

____

____

____

91. Usted escucha programas en la radio que no son en Inglés?

SI ____ NO _____ NR _____

(Si NO, pase al #94)-----------------------------------›››››››

92. Si SI, por favor especifique:

____

____

93. En general, en que idioma diría usted que prefiere escuchar la radio? (VERBATIM)

____

94. Cúanto diría usted que depende del radio para obtener la información que necesita?

mucho........................ ___1
algo.............................. ___2
poco.............................. ___3
casí no......................... ___4
No Sabe....................... ___5
NR................................. ___6

(Uso de Television)

95. Qué tan seguido mira la televisión?

todos los días................................ ___1
pocos días a la semana............ ___2
una vez a la semana.................. ___3
Irregularmente............................ ___4
Nunca... ___5

96. Cúales son sus programas favoritos de la televisión? (VERBATIM)

____

____

97. Mira usted algunos programas de televisión que no son en Inglés?

SI _____ NO _____ NR _____
(Si NO, pase al #100)----------------------------›››››

98. Si SI, por favor especifique: (VERBATIM)

____

____

99. En general, en que idioma le gusta mirar más los programas de televisión?

más (idioma nativa).................... 1
más en Inglés................................. 2
Igual.. 3
otro idioma...................................... 4
(especifique)____________________

100. Cúanto depende en la televisión para obtener la información que necesita?

mucho................................. ___1
algo.................................... ___2
poco.................................... ___3
casí no................................ ___4
no sabe............................... ___5
NR...................................... ___6

(Use of Information Technologies):

101. Cúantos teléfonos tiene en (su casa, oficina o carro)?

Número _____ Ninguno _____ NR _____

102. En el último més, recibió usted algunas llamadas de gente preguntando por cualquier tipo de ayuda o información?

SI ____ NO _____ NR _____
(Si NO, pase al #106)------------------------------››››››

103. Si SI, qué tan seguido recibe ese tipo de llamadas?

__________ # por día

104. Durante cuales horas recibe ese tipo de llamadas?

___ 8am-11am ___11am-2pm ___2pm-5pm ___after 5pm

105. Describa una llamada típica donde se requiere información:

____

____

106. En su casa u oficina, tiene usted algunos de los siguientes? (Marque todos los que apliquen)

Computadora con MODEM....................1
Computadora sin MODEM.....................2
Grabadora de telefono.........................3
FAX...4
CD ROM..5

107. Si Contestó SI a (1) o (2), para que se utiliza la computadora? (VERBATIM)

108. Alguna vez ha usado "computerized databases" para obtener cualquier tipo de información?

SI ____ NO ____ NR ____ NO Sabe____

109. Si SI:

A. ¿Qué tipo de información? (VERBATIM)

B. ¿Lo asistió alguien o lo hizo sola(o)?

Uso de la Biblioteca Publica:

Ha estado usted muy paciente y ya casi terminamos. Ahora, quiero hacerle unas preguntas sobre la biblioteca pública.

110. Ha ido usted a una biblioteca pública por un libro o cualquier tipo de ayuda en el último año?

SI _____ NO_____ NR_____

(Si NO, pase al *115)---------------------------------->>>>>>>>

111. Más o menos, cuantas veces ha ido usted a una biblioteca pública en el último año?

_______________(Marque numero actual) NR _______

112. Cúal biblioteca pública u otras bibliotecas ha consultado en el último año?

NOMBRE	LUGAR
1. ______________________________	______________________________
2. ______________________________	______________________________

113. Pensando en la última vez que consultó la biblioteca pública encontró usted el libro o la ayuda que realmente quería?

SI ____ NO _____ NR _____

114. En el ultimo año, consultó usted la ayuda de algun bibliotecario para conseguir el libro o ayuda que necesitaba?

SI ____ NO ____ NR _____

115. En el último año, ha recomendado la biblioteca a algunas de sus amistades o gente que conoce?

SI _____ NO ______ NR _____

116. Le voy a leer una lista de razones que la gente aveces da sobre el porqué no consultan la biblioteca tan seguido. Dígame si algunas de estas le aplican a usted? (Circule las razones que apliquen)

Está muy lejos de mi casa........................1
No sé cómo usar la biblioteca..................2
Yo compro todo lo que leo........................3
No tengo tiempo..4
Me preocupa que vaya a perder
los libros de la biblioteca..........................5
No me gusta leer..6
La biblioteca no tiene muchas
materias en mi idioma nativa.....................7

¿Algo más?

____

____

117. Aqui tengo una lista de razones sobre el porque la gente va a la biblioteca pública. Cuales le aplican a usted? (Lea cada item y circule el apropiado)

1. para conocer amigos(as)
2. para llevar a los niños
3. para sacar libros prestados
4. para pedir información
5. para leer una revista
6. para leer un periódico
7. para mirar una película
8. para sacar o escuchar discos
9. para ver una exhibición
10. para atender una lectura o programa
11. para una excursión de la biblioteca
12. para estudiar allí

118. Pensando atrás en la última vez que usted necesitó cualquier tipo de información que podría haber sido proveído por la biblioteca, hay alguna razón por la cual usted no consultó la biblioteca? (VERBATIM)

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119. ¿Cúales sugerencias tiene usted para que la biblioteca mejore el valor de sus servicios? (VERBATIM)

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120. Finalmente, estamos interesados en otros miembros de la comunidad que nosotros definimos como "Portadores de informacion que no son institucional". Es decir, "personas como usted que son activas(os) en la comunidad y quien ayudan a resolver problemas". Esta persona no debe ser empleada(o) (no debe ser pagada/o) por proveer este tipo de ayuda. Sin embargo, esa persona no puede ser un oficial de esa organización. Un ejemplo, sería el dueño del supermercado".

A. ¿Me podría dar algunos nombres y número de teléfonos de estas personas?

____

____

____

____

____

____

B. Si me comunico con estas personas, puedo usar su nombre como referencia?

SI _____ NO _____

Bueno hemos terminado la entrevista. Por favor recuerde que esta entrevista es confidencial. Muchas gracias por su tiempo. Cuando nuestro estudio este completo, le mandaremos un sumario del reporte, que esperamos le sea util.

____

(El/la Entrevistador/a llena abajo)

Sexo del Respondiente: Hombre ____1 Mujer ____2

Hora que termino la entrevista ________________________

En que idioma se condujo la entrevista? __________________________

SI HUBO ALGO EXTRANO DURANTE LA ENTREVISTA QUE USTED PIENSE AFECTO LAS RESPUESTAS DEL RESPONDIENTE, DIGANOS AQUI.

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